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ABSTRACT

The EUDISED project, which was started in 1968, is a computer-based network of national agencies dealing with the main fields of educational information. Listed in this bulletin for 1976 are on-going and completed projects in educational research and development reported from Austria, Finland, France, Federal Republic of Germany, Norway, Spain, Sweden, Switzerland, and the United Kingdom. (Author/AP)

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EUDISED R&D

Bulletin

1976 No. 2

IR005 087

DOCUMENTATION CENTRE FOR EDUCATION IN EUROPE
CENTRE DE DOCUMENTATION POUR L'EDUCATION EN EUROPE

INTRODUCTION

Following the expansion of computer-based information systems in science and technology, the first modern educational information system, ERIC, appeared in the USA in the 1960s. During this same period member states of the Council of Europe began to experiment with the application of computer techniques to processing and disseminating educational information. This was the origin of the EUDISED project (European Documentation and Information System for Education). It aims at the creation of a computer-based network of national agencies dealing with the main fields of educational information. This would make possible a cost-saving division of work, as each national agency would assume responsibility only for national material or for a specific field and receive the data concerning other nations or fields from its partners in the network. At the same time this network would permit at any of its nodes access to a common pool of educational ideas and experience which, if they have stood their test in one country, may be usefully applied to similar problems in other countries.

Work on the EUDISED project started in 1968. In 1969 and 1971 feasibility studies were carried out. In 1973 « EUDISED Standards, Format, Character Representation » appeared in English and in the following years in French and German. In 1974 the Multilingual EUDISED Thesaurus was published in English, French and German, and in 1976 in Spanish and Dutch (Mouton Publisher, Paris and The Hague ; Dutch version : Staatsuitgeverij). Since 1975 the system has been tested in three fields. The results were published in experimental Bulletins : for educational research and development in the 1975 EUDISED R & D Bulletin, for audio-visual teaching aids in the 1976 EUDISED AV Bulletin and for educational periodicals in the 1976 EUDISED EP Bulletin.

Following up the EUDISED R & D experiment, national agencies decided to continue their co-operation. They selected in the countries concerned on-going and completed projects of educational research and development which were thought to be of general interest and described them, in co-operation with the researchers, by completing for each project a EUDISED R & D worksheet. The worksheets were edited by the Documentation Centre and processed by INSPEC/PPL in London. The resulting film pages were used for offset-printing this Bulletin.

In the Bulletin projects are grouped and cross-referenced according to the facets and sub-facets of the EUDISED Thesaurus. The serial number is followed by the title of the project which, if it is not in English or French is translated into one of these languages.

In the next line the country is indicated by means of the ISO code (eg AT for Austria, FR for France, etc.) ; O stands for on-going and C for completed research, and the years given refer to the beginning and completion of the project (year of beginning followed by - if the completion year of an on-going project is unknown).

In the following line the name (s) of the researcher (s) are given. If there are several researchers, the first named is the person to be contacted for further information on the project. Sup. indicates the person (s) supervising the research. Inst. stands for the institute/organisation where the research is/was caried out. The following line gives, if appropriate, the parent institution. Fin. indicates the source of finance.

The subsequent lines contain EUDISED descriptors first in English and then in French. The description of the project follows. The abstract indicates in particular the aims, the methods and, in the case of a completed project, the results. Abstracts may be written in any language for which a EUDISED Thesaurus version exists. In this Bulletin abstracts are in either English, French or German. Finally, publications which resulted from the project are listed.

An index of names and a descriptor index, first in English and then in French, conclude the Bulletin.

INTRODUCTION

A la suite de l'expansion des systèmes d'information dans le domaine des sciences et de la technologie, le premier système moderne d'information pédagogique, ERIC, est apparu aux Etats-Unis dans les années 1960. A la même époque, les Etats membres du Conseil de l'Europe ont entrepris, à titre expérimental, d'appliquer les techniques informatiques au traitement et à la diffusion de l'information pédagogique.Telle est l'origine du projet EUDISED (Europeoan Documentation and Information System for Education) du Conseil de l'Europe. Il a pour objectif de créer un réseau européen informatisé d'agences nationales traitant des principaux domaines de l'information en matière d'éducation. Il permettrait de procéder à une division plus économique du travail, chacune des agences nationales étant seulement responsable des matériels nationaux ou d'un domaine particulier et recevant de ses partenaires du réseau les données concernant les autres pays ou les autres domaines.En même temps, ce réseau permettrait, à chacun de ses points de branchement, l'accès à un fonds commun d'idées et d'expériences pédagogiques qui, si elles ont démontré leur valeur dans un pays, pourraient trouver une application utile en ce qui concerne des problèmes semblables dans d'autres pays.

Les travaux relatifs au projet EUDISED ont commencé en 1968. En 1969 et en 1971, deux études de faisabilité ont été effectuées. En 1973 « EUDISED Normes, Format, Jeu de Caractères » a paru en anglais et, les années suivantes, en français et en allemand. En 1974, le Thesaurus multilingue EUDISED a paru en français, en anglais et en allemand, et en 1976 en espagnol et en néerlandais (Ed. Mouton, Paris et La Haye ; version néerlandaise : Staatsuitgeverij).Depuis 1975, le système a été mis à l'essai dans trois domaines. Les résultats ont été publiés dans des Bulletins expérimentaux : pour la recherche et le développement en matière d'éducation dans le Bulletin EUDISED R & D de 1975, pour les moyens d'enseignement audiovisuels dans le Bulletin EUDISED AV de 1976 et pour les périodiques dans le Bulletin EUDISED EP de 1976.

Donnant suite à l'expérience EUDISED R & D, les agences nationales ont décidé de poursuivre leur coopération. Elles ont choisi, dans les pays concernés, des projets (en cours ou achevés) de recherche et de développement en matière d'éducation qu'elles jugeaient d'un intérêt général et les ont décrits, en collaboration avec les chercheurs, en remplissant pour chacun un bordereau EUDISED R & D. Les bordereaux ont été revus par le Centre de Documentation, et INSPEC/PPL (Londres) a procédé au traitement. Les pages de film qui en ont résulté ont servi à l'impression par offset de ce Bulletin.

Dans le Bulletin les projets sont groupés et des renvois indiqués d'après les facettes et sous-facettes du thesaurus EUDISED. Le numéro de série est suivi du titre du projet qui, s'il n'est pas en anglais ou en français, est traduit dans une de ces langues.

A la ligne suivante, le pays est indiqué au moyen du code ISO (par exemple AT Autriche, Fr France, etc.). O signifie que le projet est en cours et C que le projet est achevé. Les dates indiquent le début et la fin du projet (l'année de commencement suivie de « - » signifie que l'année d'achèvement d'un projet en cours n'est pas connue).

A la ligne suivante, sont indiqués le (s) nom (s) du/des chercheur (s). S'il y a plusieurs chercheurs, celui qui est indiqué en premier est la personne à contacter pour avoir des renseignements supplémentaires sur le projet. Sup. signifie la/les personne (s) supervisant la recherche. Inst. signifie l'institut/l'organisation où la recherche est/était conduite. A la ligne suivante figure, quand il y a lieu, l'établissement de tutelle. Fin. indique la source de financement

Les lignes suivantes contiennent les descripteurs EUDISED d'abord en anglais et ensuite en français. La description du projet suit. L'analyse donne en particulier les buts, les méthodes et, dans le cas d'un projet achevé, les résultats. Les analyses peuvent être rédigées dans toute langue pour laquelle il existe une version du thesaurus EUDISED. Dans ce Bulletin, les analyses sont en anglais, en français ou en allemand. A la fin sont indiquées les publications qui ont résulté du projet.

Un index des noms et un index des descripteurs, d'abord en anglais et ensuite en français, complètent le Bulletin.

Strasbourg,
Décembre 1976

Centre de Documentation
pour l'Education en Europe

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PRESENTATION OF PROJECTS ACCORDING TO THESAURUS STRUCTURE

10000 PUPIL. STUDENT. RESEARCHER
10100 CHILD. ADULT
10200 STUDENT
10300 GIFTED. HANDICAPPED
10400 FOREIGNER. MIGRANT
10500 EMPLOYEE. WORKER
11000 EDUCATIONAL INSTITUTION
11100 SYSTEM OF EDUCATION
11200 PRE-SCHOOL EDUCATION. NURSERY SCHOOL
11300 PRIMARY EDUCATION. SECONDARY EDUCATION. HIGHER EDUCATION
11400 ADULT EDUCATION. LIFE-LONG EDUCATION. VOCATIONAL TRAINING
11500 RECREATION CENTRE. YOUTH ORGANIZATION
11600 MASS EDUCATION
12000 CURRICULUM
12100 CURRICULUM SUBJECT
12200 LITERACY. READING. WRITING
12300 LANGUAGE SCIENCES
12400 LITERATURE
12500 MATHEMATICS. SCIENCE EDUCATION
12600 SOCIAL SCIENCES. HISTORY. PHILOSOPHY
12700 ART. MUSIC. SPEECH
12800 PHYSICAL EDUCATION. HEALTH EDUCATION
12900 MEDICINE. ENGINEERING. AGRICULTURE. COMMERCE
13000 TEACHING METHOD
13100 TEACHING. TRAINING
13200 MICRO TEACHING. TEAM TEACHING
13300 DIRECTIVE. NON-DIRECTIVE. GROUP LEARNING
13400 CLASSWORK
13500 DISCUSSION. QUESTIONING
13600 RECREATION. TRAVEL
14000 TEACHING AIDS
14100 MASS MEDIA
14200 BOOK. PERIODICAL
14300 REALIA. MICROSCOPE. TOY
14400 AUDIOVISUAL AID
14500 RADIO. CINEMA. TELEVISION
14600 PROGRAMMED LEARNING
14700 EDUCATIONAL TECHNOLOGY
15000 STUDENTS' WORK
15100 STUDY METHOD
15200 INTELLECTUAL WORK. COMPULSORY WORK
15300 WORK ENVIRONMENT. HOURS OF WORK
15400 PRACTICAL WORK. TOPIC
15500 LEISURE
16000 TEACHING PROFESSION
16100 OCCUPATIONAL RESEARCH. PROFESSIONAL STATUS
16200 RECRUITMENT. QUALIFICATION. PERSONNEL MANAGEMENT
16300 WORKING CONDITIONS. TRADE UNIONISM
17000 PSYCHOLOGY OF EDUCATION
17100 PSYCHOLOGY OF EDUCATION
17200 CHILD DEVELOPMENT. LEARNING
17300 PERCEPTION. MOTION. INTELLECTUAL DEVELOPMENT
17400 ABILITY. ACHIEVEMENT
17500 MOTIVATION
17600 PERSONALITY
17700 BEHAVIOUR
17800 GUIDANCE
18000 PHYSIOLOGY. HEALTH
18100 SEX. BIRTH. AGE
18200 GENETICS. GROWTH. SEXUALITY
18300 HUMAN BODY. FOOD. REST
18400 DISEASE. PHYSICAL HANDICAP
18500 DRUG ADDICTION
18600 HEALTH. THERAPY
19000 MANAGEMENT
19100 ORGANIZATION
19200 TIME-TABLE
19300 INTERNAL REGULATION
19400 ADMISSION. INTEGRATION. CLASS
19500 GRANT
19600 COURSE
19700 EXAMINATION. DEGREE
20000 PERSONNEL
20100 PERSONNEL. ADMINISTRATIVE PERSONNEL
20200 TEACHING PERSONNEL
20300 GUIDANCE OFFICER
20400 SCIENTIFIC PERSONNEL. CLERICAL PERSONNEL. HEALTH SERVICE PERSONNEL
21000 BUILDING
21100 ARCHITECTURE. CONSTRUCTION INDUSTRY
21200 CLASSROOM. LABORATORY. LIBRARY
21300 HEATING. LIGHTING
22000 EQUIPMENT
22100 FURNITURE. SUPPLIES
22200 ELECTRONIC EQUIPMENT. OFFICE EQUIPMENT. LABORATORY EQUIPMENT
23000 PUBLIC ADMINISTRATION. PLANNING
23100 PLANNING. POWER
23200 GOVERNMENT. LEGISLATION
23300 ADMINISTRATION OF EDUCATION
23400 CULTURAL POLICY. SOCIAL POLICY
23500 INTERNATIONAL RELATIONS
24000 ECONOMICS OF EDUCATION
24100 ECONOMICS OF EDUCATION
24200 ECONOMIC CONDITIONS
24300 COST. FINANCING
25000 SOCIOLOGY OF EDUCATION
25100 SOCIAL SYSTEM
25200 POPULATION. RURAL. URBAN
25300 WOMEN'S WORK. MARRIAGE. FAMILY
25400 STUDENT LIFE
25500 LABOUR MARKET. EMPLOYMENT
25600 DELINQUENCY
25700 SOCIAL SERVICE. YOUTH WELFARE
26000 PHILOSOPHY OF EDUCATION
26100 THEORY OF EDUCATION
26200 CULTURE. SOCIETY
26300 DEMOCRATIZATION. MONOPOLY OF EDUCATION
26400 IDEOLOGY. RELIGION. POLITICS
27000 EDUCATIONAL RESEARCH
27100 RESEARCH POLICY. MEETING
27200 THEORY. EPISTEMOLOGY
27300 METHODOLOGY
28000 DOCUMENTATION. INFORMATION
28100 INFORMATION SERVICE. INFORMATION PROCESSING
28200 INDEX. BIBLIOGRAPHY. REPROGRAPHY
29000 INTERNATIONAL ORGANIZATIONS
30000 COUNTRIES

PRESENTATION DES PROJETS D'APRES LA STRUCTURE DU THESAURUS

10000 ELEVE. ETUDIANT. CHERCHEUR
10100 ENFANT. ADULTE
10200 ETUDIANT
10300 DOUE. HANDICAPE
10400 ETRANGER. MIGRANT
10500 SALARIE. TRAVAILLEUR
11000 ETABLISSEMENT D'ENSEIGNEMENT
11100 SYSTEME D'ENSEIGNEMENT
11200 EDUCATION PRE-SCOLAIRE. ECOLE MATERNELLE
11300 ENSEIGNEMENT PRIMAIRE. ENSEIGNEMENT SECONDAIRE. ENSEIGNEMENT SUPERIEUR
11400 EDUCATION DES ADULTES. EDUCATION PERMANENTE. FORMATION PROFESSIONNELLE
11500 CENTRE DE LOISIR. ORGANISATION DE JEUNESSE
11600 EDUCATION DE MASSE
12000 PROGRAMME D'ETUDES
12100 MATIERE D'ENSEIGNEMENT
12200 ALPHABETISATION. LECTURE. ECRITURE
12300 SCIENCES DU LANGAGE
12400 LITTERATURE
12500 MATHEMATIQUES. EDUCATION SCIENTIFIQUE
12600 SCIENCES SOCIALES. HISTOIRE. PHILOSOPHIE
12700 ART. MUSIQUE. PAROLE
12800 EDUCATION PHYSIQUE. EDUCATION SANITAIRE
12900 MEDECINE. INGENIERIE. AGRICULTURE. COMMERCE
13000 METHODE PEDAGOGIQUE
13100 ENSEIGNEMENT.FORMATION
13200 MICROENSEIGNEMENT. ENSEIGNEMENT EN EQUIPE
13300 DIRECTIF. NON-DIRECTIF. PEDAGOGIE DE GROUPE
13400 TRAVAIL DE CLASSE
13500 DISCUSSION. TECHNIQUE D'INTERROGATION
13600 RECREATION. VOYAGE
14000 MOYENS D'ENSEIGNEMENT
14100 MOYENS D'INFORMATION
14200 LIVRE. PERIODIQUE
14300 OBJETS DE DEMONSTRATION. MICROSCOPE. JOUET
14400 MOYEN AUDIOVISUEL
14500 RADIO. CINEMA. TELEVISION
14600 ENSEIGNEMENT PROGRAMME
14700 TECHNOLOGIE DE L'EDUCATION
15000 TRAVAIL DES ELEVES
15100 METHODE DE TRAVAIL
15200 TRAVAIL INTELLECTUEL. TRAVAIL OBLIGATOIRE
15300 MILIEU DE TRAVAIL. HEURES DE TRAVAIL
15400 TRAVAUX PRATIQUES. SUJET D'EXERCICE
15500 LOISIR
16000 PROFESSION D'ENSEIGNANT
16100 RECHERCHE SUR LA PROFESSION. STATUT PROFESSIONNEL
16200 RECRUTEMENT. QUALIFICATION. GESTION DU PERSONNEL
16300 CONDITIONS DE TRAVAIL. SYNDICALISME
17000 PSYCHOLOGIE DE L'EDUCATION
17100 PSYCHOLOGIE DE L'EDUCATION
17200 DEVELOPPEMENT DE L'ENFANT. ACQUISITION DE CONNAISSANCES
17300 PERCEPTION. MOUVEMENT. DEVELOPPEMENT INTELLECTUEL
17400 CAPACITE. RENDEMENT
17500 MOTIVATION
17600 PERSONNALITE
17700 COMPORTEMENT.
17800 ORIENTATION
18000 PHYSIOLOGIE. SANTE
18100 SEXE. NAISSANCE. AGE
18200 GENETIQUE. CROISSANCE. SEXUALITE
18300 CORPS HUMAIN. ALIMENT. REPOS
18400 MALADIE. HANDICAP PHYSIQUE
18500 TOXICOMANIE
18600 SANTE. THERAPIE
19000 GESTION
19100 ORGANISATION
19200 EMPLOI DU TEMPS
19300 REGLEMENT INTERIEUR
19400 ADMISSION. INTEGRATION. CLASSE
19500 ALLOCATION FINANCIERE
19600 COURS
19700 EXAMEN. DIPLOME
20000 PERSONNEL
20100 PERSONNEL. PERSONNEL ADMINISTRATIF
20200 CORPS ENSEIGNANT
20300 ORIENTEUR
20400 PERSONNEL SCIENTIFIQUE. PERSONNEL DE BUREAU. PERSONNEL MEDICAL
21000 BATIMENT
21100 ARCHITECTURE. INDUSTRIE DE LA CONSTRUCTION
21200 SALLE DE CLASSE. LABORATOIRE. BIBLIOTHEQUE
21300 CHAUFFAGE. ECLAIRAGE
22000 EQUIPEMENT
22100 MOBILIER. FOURNITURES
22200 EQUIPEMENT ELECTRONIQUE. EQUIPEMENT DE BUREAU. EQUIPEMENT DE LABORATOIRE
23000 ADMINISTRATION PUBLIQUE. PLANIFICATION
23100 PLANIFICATION. POUVOIR
23200 GOUVERNEMENT. LEGISLATION
23300 ADMINISTRATION DE L'ENSEIGNEMENT
23400 POLITIQUE CULTURELLE. POLITIQUE SOCIALE
23500 RELATIONS INTERNATIONALES
24000 ECONOMIE DE L'EDUCATION
24100 ECONOMIE DE L'EDUCATION
24200 CONDITIONS ECONOMIQUES
24300 COUT. FINANCEMENT
25000 SOCIOLOGIE DE L'EDUCATION
25100 SYSTEME SOCIAL
25200 POPULATION. RURAL. URBAIN
25300 TRAVAIL DES FEMMES. MARIAGE. FAMILLE
25400 VIE ETUDIANTE
25500 MARCHE DU TRAVAIL. EMPLOI
25600 DELIQUANCE
25700 SERVICE SOCIAL. AIDE A LA JEUNESSE
26000 PHILOSOPHIE DE L'EDUCATION
26100 THEORIE DE L'EDUCATION
26200 CULTURE. SOCIETE
26300 DEMOCRATISATION. MONOPOLE D'EDUCATION
26400 IDEOLOGIE. RELIGION. POLITIQUE
27000 RECHERCHE EDUCATIONNELLE
27100 POLITIQUE DE RECHERCHE. REUNION
27200 THEORIE. EPISTEMOLOGIE
27300 METHODOLOGIE
28000 DOCUMENTATION. INFORMATION
28100 SERVICE D'INFORMATION. TRAITEMENT DE L'INFORMATION
28200 INDEX. BIBLIOGRAPHIE. REPROGRAPHIE
29000 ORGANISATIONS INTERNATIONALES
30000 PAYS

ANORDNUNG DER PROJEKTE GEMÄSS THESAURUS STRUKTUR

10000 SCHUELER. STUDENT. FORSCHER
10100 KIND. ERWACHSENER
10200 STUDENT
10300 BEGABTER. BEHINDERTER
10400 AUSLAENDER. MIGRANT
10500 ARBEITNEHMER. ARBEITER
11000 BILDUNGSEINRICHTUNG
11100 BILDUNGSWESEN
11200 VORSCHULERZIEHUNG. KINDERGARTEN
11300 PRIMARBILDUNG. SEKUNDARBILDUNG HOCHSCHULBILDUNG
11400 ERWACHSENENBILDUNG. STAENDIGE WEITERBILDUNG. BERUFSAUSBILDUNG
11500 FREIZEITHEIM. JUGENDORGANISATION
11600 MASSENBILDUNG
12000 BILDUNGSPLAN
12100 LEHRFACH
12200 ALPHABETISIERUNG. LESEN. HANDSCHRIFT
12300 SPRACHWISSENSCHAFTEN
12400 LITERATUR
12500 MATHEMATIK. NATURWISSENSCHAFTLICHE BILDUNG
12600 SOZIALWISSENSCHAFTEN. GESCHICHTE. PHILOSOPHIE.
12700 KUNST. MUSIK. SPRECHEN
12800 LEIBESERZIEHUNG. GESUNDHEITSERZIEHUNG
12900 MEDIZIN. INGENIEURWESEN. LANDWIRTSCHAFT. HANDEL
13000 UNTERRICHTSMETHODE
13100 UNTERRICHT. AUSBILDUNG
13200 MICROTEACHING. TEAM TEACHING
13300 DIREKTIV. NICHTDIRECTIV. GRUPPENPAEDAGOGIK
13400 ARBEIT IN DER KLASSE
13500 DISKUSSION. FRAGETECHNIK
13600 ERHOLUNG. REISE
14000 LEHRMITTEL
14100 MASSENMEDIEN
14200 BUCH. PERIODIKUM
14300 ANSCHAUUNGSMATERIALIEN. MIKROSKOP. SPIELZEUG
14400 AUDIOVISUELLES LEHRMITTEL
14500 HOERFUNK. KINO. FERNSEHEN
14600 PROGRAMMIERTER UNTERRICHT
14700 UNTERRICHTSTECHNOLOGIE
15000 SCHUELER-STUDENTENARBEIT
15100 ARBEITSTECHNIK
15200 GEISTIGE ARBEIT. PFLICHTAUFGABE
15300 ARBEITSMILIEU. ARBEITSZEIT
15400 PRAKTIKUM. THEMA
15500 FREIZEIT
16000 LEHRBERUF
16100 BERUFSFORSCHUNG.BERUFLICHER STATUS
16200 ANWERBUNG. QUALIFIKATION. PERSONALVERWALTUNG
16300 ARBEITSBEDINGUNGEN. GEWERKSCHAFTSBEWEGUNG
17000 PAEDAGOGISCHE PSYCHOLOGIE
17100 PAEDAGOGISCHE PSYCHOLOGIE
17200 KINDESENTWICKLUNG. LERNEN
17300 WAHRNEHMUNG. BEWEGUNG. INTELLEKTUELLE ENTWICKLUNG
17400 FAEHIGKEIT. LEISTUNG
17500 MOTIVATION
17600 PERSOENLICHKEIT
17700 VERHALTEN
17800 BERATUNG
18000 PHYSIOLOGIE. GESUNDHEIT
18100 GESCHLECHT. GEBURT. LEBENSALTER
18200 GENETIK. WACHSTUM. SEXUALITAET
18300 MENSCHLICHER KOERPER. NAHRUNGSMITTEL. RUHE
18400 KRANKHEIT. KOERPERBEHINDERUNG
18500 DROGENSUCHT
18600 GESUNDHEIT. THERAPIE
19000 MANAGEMENT
19100 ORGANISATION
19200 STUNDENTAFEL
19300 INTERNE REGELUNG
19400 AUFNAHME. INTEGRATION. KLASSE
19500 BEIHILFE
19600 KURS
19700 PRUEFUNG. GRAD
20000 PERSONAL
20100 PERSONAL. VERWALTUNGSPERSONAL
20200 LEHRKOERPER
20300 BERATUNGSLEHRER
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21000 GEBAEUDE
21100 ARCHITEKTUR. BAUINDUSTRIE
21200 KLASSENZIMMER. LABOR. BIBLIOTHEK
21300 HEIZUNG. BELEUCHTUNG
22000 AUSSTATUNG
22100 MOEBEL. ARBEITSMATERIAL
22200 ELEKTRONISCHE AUSSTATTUNG. BUEROAUSSTATTUNG. LABOREINRICHTUNG
23000 OEFFENTLICHE VERWALTUNG. PLANUNG
23100 PLANUNG. MACHT
23200 REGIERUNG. GESETZGEBUNG
23300 BILDUNGSVERWALTUNG
23400 KULTURPOLITIK. SOZIALPOLITIK
23500 INTERNATIONALE BEZIEHUNGEN
24000 BILDUNGSOEKONOMIE
24100 BILDUNGSOEKONOMIE
24200 WIRTSCHAFTSBEDINGUNGEN
24300 KOSTEN. FINANZIERUNG
25000 BILDUNGSSOZIOLOGIE
25100 SOZIALSYSTEM
25200 BEVOELKERUNG. LAENDLICH. STAEDTISCH
25300 FRAUENARBEIT. EHE. FAMILIE
25400 STUDENTENLEBEN
25500 ARBEITSMARKT. BESCHAEFTIGUNG
25600 KRIMINALITAET
25700 SOZIALDIENST. JUGENDHILFE
26000 ERZIEHUNGSPHILOSOPHIE
26100 BILDUNGSTHEORIE
26200 KULTUR. GESELLSCHAFT
26300 DEMOKRATISIERUNG. BILDUNGSMONOPOL
26400 IDEOLOGIE. RELIGION. POLITIK
27000 BILDUNGSFORSCHUNG
27100 FORSCHUNGSPOLITIK. TAGUNG
27200 THEORIE. ERKENNTNISTHEORIE
27300 METHODOLOGIE
28000 DOKUMENTATION. INFORMATION
28100 INFORMATIONSDIENST. INFORMATIONSVERARBEITUNG
28200 REGISTER. BIBLIOGRAPHIE. REPROGRAPHIE
29000 INTERNATIONALE ORGANISATIONEN
30000 LAENDER

EUDISED R&D Bulletin
1976 No. 2

10000 PUPIL. STUDENT. RESEARCHER – ELEVE. ETUDIANT. CHERCHEUR – SCHUELER. STUDENT. FORSCHER

10100 CHILD. ADULT – ENFANT. ADULTE – KIND. ERWACHSENER

470 Erwachsenenbildung im Adressatenurteil. Zu den Erwartungen potentieller Adressaten über Inhalt und Organisation der Weiterbildung. (Adult education as seen by its target population. The expectations of the target population as regards the content and organisation of continued education.)

DE C 1973-1975

Faber, Werner; Ortner, Gerhard E.; Steuer Eckhard; Wüllner, Manfred.

Inst: Forschungszentrum FEoLL-Paderborn, Institut fuer Bildungs-Betriebslehre, 479 Paderborn, Rathenaustr. 69.

adult; adult education; attitude; life-long education; demand for education; cost of education; leisure education

adulte; éducation des adultes; attitude; éducation permanente; demande d'éducation; coût de l'éducation; éducation des loisirs

Feststellen von Erwartungen der potentiellen Adressaten der Erwachsenenbildung zu Inhalten, Methodik, Organisationsformen und Finanzierung im Quartären Bereich (Pilotstudie am Beispiel der Stadt Paderborn).

Repräsentativstichprobe. Strukturierte Interviews mit 1% der Bevölkerung Paderborns über 20 Jahre.

Ergenbnisse: Prinzipiell positives Weiterbildungsklima, aktuelle Bildungsabstinenz, Dominanz des Unterhaltungsinteresses, tendenziell positive Beurteilung der gegenwärtigen Erwachsenenbildung.

Publ: Faber, Werner; Ortner, Gerhard E.; Erwachsenenbildung im Adressatenurteil. In: *Paderborner Studien*, 1975/6 und 1976/1 Paderborn: Verlag Kamp.

10200 STUDENT – ETUDIANT – STUDENT

Beziehungen von Schulkindern zur Technik. Empirische Untersuchungen ueber Einstellung, Wissen, Verstaendnis und Erfahrungen bei Schuelern des fuenften Schuljahres. (Empirical research into children's attitudes towards technology. Knowledge, comprehension and experience among 5th grade pupils.) ..... see no. 580

Determinantes del rendimiento academico. (Determinants of school achievement.) ..... see no. 641

Factores sociales y rendimiento escolar. (Social factors and school achievement.) ..... see no. 644

Predictions of craft student success using a standard test on entry to course and follow up of any who dropped out and had a high score. ..... see no. 647

Untersuchung der intellektuellen Voraussetzungen für den Besuch der höheren Mittelschulen. (Recherche sur les conditions intellectuelles requises par les écoles secondaires supérieures.) ..... see no. 649

Den högre utbildningens roll i individens utveckling. (The role of higher education in the individual's development.) ..... see no. 653

La opinion de los alumnos de la Universidad Nacional de Education a Distancia en 1975. (The opinion of the students of the Distance Study University, 1975.) ..... see no. 663

La opinion de los alumnos de la Universidad Nacional de Educacion a Distancia, 1976. (The opinion of the students of the Distance Study University, 1976.) ..... see no. 664

10300 GIFTED. HANDICAPPED – DOUE. HANDICAPE – BEGABTER. BEHINDERTER

471 La Educacion y el medio desde una perspectiva antropologica. La Celsa y la escuela de barrio. (The education and the environment from an anthropologic point of view. A Madrid district and its schools.)

ES C 1975-1976

San Roman, Teresa.

Sup: Lison Tolosano, Carmelo.

Inst: Universidad Complutense de Madrid. Facultad de Ciencias Politicas (University Complutense of Madrid).

Fin: Instituto Nacional de Ciencias de la Educacion.

ethnology; observation; slums; gipsy; school; parent-school relation; Spain; socially handicapped

ethnologie; observation; taudis; gitan; école; relation parents-école; Espagne; handicapé social

This research forms part of a project aimed at analysing the interdependence of the educational process and the environment in which it takes place, from an anthropologic point of view. The aim is two-fold: to study the problems regarding the teaching situation from the point of view of a school in an isolated slum suburb in a large city, and to investigate the difficulties of those inhabiting the suburb – gypsies and non-gypsies.

The suburb described is part of Madrid. Its socio-economic situation was taken into consideration as well as the following factors: the school and its influence; the teachers' image; the parents and their educational levels and their attitudes towards educational provision.

The research project has for point of departure the hypothesis that the school system does not adapt itself to the demands nor to the characteristics of a community, and that the effort the population must make to adapt itself to the school system is even harder among gypsies. 40 mothers and 40 fathers, 57,5% of whom were gypsies with school children, answered a questionnaire.

The research method followed was observation by means of visits; information from teachers, social workers and the Gypsy Association of Madrid; as well as surveys and interviews.

472 Forsknings- och utvecklingsarbete kring undervisningsmetodik för synskadade. (Educational research concerning the study situation of the visually handicapped.)

SE O 1975-1980

Trowald, Nils; Smedshammar, Hans; Dahlquist, Harriet.

Sup: Ahlström, Karl-Georg.

Inst: Pedagogiska institutionen, lärarhögskolan i Uppsala (Departement of Educational Research, Uppsala School of Education) Vaksalagatan 30 S-753 31 Uppsala.

Uppsala School of Education, Box 2136, S-750 02 Uppsala 2.

Fin: The National Board of Education and The Bank of Sweden Tercentenary Foundation.

visually handicapped; blind; physically handicapped; perceptual handicap; braille; reading; teaching method

handicapé visuel; aveugle; handicapé physique; handicap sensoriel; braille; lecture; méthode pédagogique

Since 1969, the School of Education at Uppsala has been conducting a major research project concerning the study situation as regards the visually handicapped. The initial project, known as Project PUSS, attempted to analyse numerous factors connected with the study and learning situation of the visually handicapped. It was sponsored by the National Board of Education and was concluded in June 1975.

During its six-year existence, the PUSS project made important contributions concerning the visually handicapped and aroused considerable international attention. Its winding-up was regarded as most unfortunate. With the aid of the Swedish Association for the Blind, a further project was developed (working title FOUKUS 'Research and Developmental Work concerning Teaching Methods for the Visually Handicapped'). The project comprises the following sub-areas: (1) Pre-school: Using an analysis, including questionnaires to and interviews with parents, of the situation of the visually handicapped pre-school child, the project seeks to optimize the conditions the child will face when subsequently adjusting to and learning in school. (2) Mobility techniques: By means of evaluations and methodic developmental work the project seeks to create conditions for a more effective teaching in mobility techniques. (3) Reading media: By means of investigations and methodic developmental work concerning in particular the reading media of talking books, braille, the Optacon and large-type editions, the project seeks to optimize the reading options available to the visually handicapped. This includes studies on the effect of various talking-book methods (including compressed speech) and the use of a specially constructed apparatus to analyse reading behaviour during braille reading by various categories of the visually handicapped, so as in a more scientific manner to develop more effective methods of mastering braille. The problems of the partially sighted are studied inter alia with the aid of measurements of eye movements under various conditions.

Publ: Trowald, Nils. Projektet FOUKUS:1 – en presentation av fortsättningen på synforskningsprojektet PUSS. Rapport no 59, 1976.

473 Kartlegging av organisasjonsmessige, pedagogiske og sosiale problemer i forbindelse med videregående opplaering av funksjonshemmede. (A survey of organisational, educational and social problems connected with secondary schooling for the handicapped.)

NO O 1976-1978

Skogen, Kjell.

Inst: Statens Speciallaererskole (The Norwegian Postgraduate Teacher Training Centre for Special Education) Granåsen 4, N-1347 Hosle.

Fin: Ministry of Church and Education.

secondary school; handicapped; deprived; equal opportunity; educational opportunity; reform of education; administration of education; integration; follow-up study; survey

école secondaire; handicapé; défavorisé; égalité de chances; chances d'éducation; réforme de l'enseignement; administration de l'enseignement; intégration; étude longitudinal; enquête

Norway is at present introducing a reform along comprehensive lines in upper secondary education (age 16-19). The purpose of the reform is: to give students a variety of curriculum choices covering both academic and vocational courses; to establish a greater degree of equality of opportunities (geographic, social, economic); to improve educational opportunities for the whole population, including physically and mentally disadvantaged.

Aims: To get relevant information to develop (a) educational options for the disadvantaged and (b) a more appropriate special-teacher training programme for teachers in upper secondary schools.

Sample: Approximately 200 pupils who in 1976 left compulsory schooling (9 years) in 'Møre og Romsdal' county (west coast of Norway) and who have been identified as in need of special education.

Methods: This sample will be followed during a three-year period (e.g. student records; interviews with school staff, pupils and parents).

474 National follow-up study of illegitimately born and of adopted children and their families.

GB O 1975-1976

Streather, Jane.

Inst: National Children's Bureau, 8 Wakley Street, Islington, London EC 1.

Fin: Children's Research Fund; Noel Buxton Trust; Battle Trust.

illegitimate; adopted child; family, child development; home education

enfant naturel; enfant adopté; famille; développement de l'enfant; éducation à domicile

This study is concerned with the development of eleven-year-olds who were illegitimately born and of children who were adopted, and will include comparison with children who were born into two-parent families. Two previous studies explored the development of these two groups of children up to the age of seven, comparing them with their peers.

This new study will look at aspects of home environment which could account for any differences in child development which may be found. Particular attention will be given to the types of families in which these children live and the changes in the family situations of the children during their first years.

Data will be used that was gathered by the National Child Development Study (NCDS).

475 Talfel och talträning med gravt hörselskadade och döva. (Speech errors and speech correction with hearing impaired and deaf children.)

SE O 1974-1978

Lundström, Eva; Nordström, Per-Erik; Tunblad, Tekla; Öster, Anne-Marie.

Sup: Mártony, János.

Inst: Institutionen för talöverföring, Tekniska Högskolan (Department of Speech Communication, Royal Institute of Technology) S-100 44 Stockholm 70.

Royal Institute of Technology, S-100 44 Stockholm 70.

Fin: The Bank of Sweden Tercentenary Foundation, The National Board of Education.

deaf; physically handicapped; perceptual handicap; speech training; teaching method

sourd; handicapé physique; handicap sensoriel; éducation de la parole; méthode pédagogique

In the project the typical errors in speech of people who are deaf or whose hearing is impaired will be described on a respiratory, phonatory and articulatory level. On the basis of this knowledge new pedagogical methods will be designed and tested with a view to preventing the occurrence of errors.

Methods: In the phonetic part of the project articulatory and acoustic phonetic methods are used. In the pedagogical work some emphasis is put on testing of technical aids for speech correction.

Initial results: Studies on intonation, rhythm, vowel quality, and stop production have been completed. Pedagogical methods have been studied and new methods for vowel production have been tested.

Publ: Mártony, J. & Nordström, P.-E. On vowel production by the deaf. In: *Proc. of the Int. Congr. on Education of the Deaf*. Tokyo, 1975.

Lindqvist-Gauffin, J. & Mártony, J. On the production of voiceless fricatives by deaf children. Articulatory errors and correction. In: *Proc. of the Int. Congr. on Education of the Deaf*. Tokyo, 1975.

Tunblad, T. & Mártony, J. Om talkorrektion i dövskolan. CTM Report, 2-1976.

Mártony, J. Om grindtonsfrekvens hos gravt hörselskadade och döva. CTM Report, 3-1976.

Mártony, J. & Tunblad, T. Talfel och talkorrektion för gravt hörselskadade och döva. *Nordisk Tidskrift för Dövundervisningen*, Nr 1-1976, pp. 15-24.

476 Teckenspråkets lingvistiska status. (The linguistic status of sign language.)

SE C 1972-1976

Bergman, Brita.

Sup: Sigurd, Bengt.

Inst: Institutionen för lingvistik, Stockholms universitet (Institute of Linguistics, University of Stockholm) Fack, S-104 05 Stockholm.

University of Stockholm, Fack, S-104 05 Stockholm.

Fin: The National Board of Education.

deaf; physically handicapped; perceptual handicap; linguistics

sourd; handicapé physique, handicap sensoriel; linguistique

For the greater part of the present century, the official method of communication in teaching of the deaf has been the so-called 'oral method'. Communication is effected via the spoken language, the primary aim being for the deaf child to acquire full command of the spoken and written language. Manual communication – sign language and the manual alphabet – is not prescribed in the curriculum but has become increasingly common in recent years. The sign language used during lessons is not the language used by the deaf themselves but a variant called 'Signed Swedish' (teknad svenska), designed to be used simultaneously with spoken language in order to facilitate the learning of spoken and written Swedish.

The aims of the research project are: to analyse and give an account of the structure of the signs as they function in 'Signed Swedish'; to construct a notation system for 'Signed Swedish'; to make a comparison between 'Signed Swedish' and Swedish.

Methods: The description of 'Signed Swedish' is made according to the methods of structural linguistics where units at different levels are analysed. Conversations in 'Signed Swedish' have been videotaped. This material has been studied from the deaf person's point of view, i.e. only visually perceived language with no sound.

Results: The minimal contrasts of the signs – cheremes – have been described. There are 6 types of cheremes (shape of hand, attitude of hand, position, type of movement, direction of movement, interaction) which make up a total of 70 cheremes, with the aid of which all signs can be described. On the basis of the analysis of the cheremes a writing system has been constructed, designed to be useful not only in the research project but also in the compilation of sign language dictionaries. In 'Signed Swedish' there are grammatical (inflexional) signs constructed to accompany the inflected words of the simultaneously spoken language. These comparatively few signs, however, symbolize grammatical categories rather than inflexional morphemes. The comparison between 'Signed Swedish' and Swedish gives no support to the common assumption that if a deaf child learns to communicate in 'Signed Swedish' he will automatically acquire knowledge in Swedish, spoken or written.

Publ: Jonsson, Brita. Rapport nr I. Förberedande undersökningar rörande teckenspråkets lingvistiska status, jan. 1973, Inst. ling., Stockholm.

Jonsson, Brita. Rapport nr II. Förberedande undersökningar rörande teckenspråkets lingvistiska status, juni 1973, Inst. ling., Stockholm.

Bergman, Brita. Teckenspråkets lingvistiska status. Rapport nr III, juli 1974, Inst. ling., Stockholm.

Bergman, Brita. Teckenspråkets lingvistiska status. Rapport nr IV, feb. 1975, Inst. ling., Stockholm.

Bergman, Brita. Teckenspråkets lingvistiska status. Rapport nr V, april 1976, Inst. ling., Stockholm.

Bergmann, Brita. Två språk med samma namn. SDR-Kontakt, nr 10 (85) 1975.

Jonsson, Brita. Projektet: Teckenspråkets lingvistiska status, Nonverbal kommunikation. Psykologisk tidskrift, no 4, Köpenhamn 1973.

Jonsson, Brita. The linguistic status of sign language. *School Research Newsletter*, March 1974, National Board of Education, Stockholm.

477 Tidig språklig kognitiv utveckling hos döva och gravt hörselskadade. (Early development of language and cognition in the deaf and severely hearing-impaired.)

SE O 1975-1979

Ahlgren, Inger; Wikström, Lars Åke; Ulfsparre, Sten.

Sup: Sigurd, Bengt.

Inst: Institutionen för lingvistik (Institute of Linguistics) Stockholms universitet, Fack, S-104 05 Stockholm 50.

University of Stockholm, Fack, S-104 05 Stockholm 50.

Fin: The National Board of Education.

deaf; physically handicapped; perceptual handicap; language development, cognitive development

sourd; handicapé physique; handicap sensoriel; développement du langage; développement cognitif

There is an increasing interest in how sign language functions and how it can be used in the education of the deaf. The project aims to get information on the influence of early sign language development on cognitive development and the learning of Swedish. Such information will be used in designing teaching programmes for deaf pre-school children.

Design: A longitudinal and intensive study of four deaf children, two with deaf parents and two with hearing parents that use sign language.

Method: The method is mainly participant observation since the children are very small (between 1 and 2 years old). The observations are recorded by two independent observers in diary notes supplemented by videorecordings of experimental situations. Each child is visited a few hours every fortnight and videorecorded at two-monthly intervals. Diary notes and videorecording constitute data for an interaction analysis of the communication activities that the child engages in.

478 Utvärdering av särskolans integration i grundskola. (Evaluation of the integration of the special school for mentally retarded pupils into the ordinary school.)

SE O 1975-1978

Arnell-Gustafsson, Ulla; Söder, Mårten.

Sup: Abrahamsson, Bengt.

Inst: Sociologiska Institutionen (Institute of Sociology) Sturegatan 2 b S-752 23 Uppsala.

University of Uppsala, Sturegatan 2b, S-752 23 Uppsala.

Fin: The National Board of Education.

integration; mentally handicapped; special education

intégration; handicapé mental; enseignement spécial

Aims: To evaluate the present development towards integrating special school classes for the mentally retarded into ordinary schools by (a) descriptive studies of how the integration has been carried out physically and administratively; (b) identifying and analyzing different kinds of problem at different levels that have been connected with the integration.

Design: An exploratory study of five different integrated schools; an extensive study of all integrated schools in Sweden; a study of how the intergration is experienced by different categories of persons involved.

Methods: (1) Intensive studies using direct observation, informal interviews, group discussions and questionnaires. (2) Questionnaires will be distributed to all integrated schools to collect information on how the integration has been carried out. (3) Questionnaires will be distributed to different categories of people involved in a sample of schools. The method allows for contextual analyses to be carried out, where data will be related to data from the descriptive study mentioned above (2).

Publ: Arnell-Gustafsson, Ulla & Söder, Mårten. Utvecklingsstörda i vanliga skolor. Fem case-studies av skolor med integrerad särskola för utvecklingsstörda. Sociologiska Institutionen, Uppsala Universitet. 1976. 120 sidor.
Söder, Mårten. The social integration of mentally retarded children. Paper presented at the European seminar on the social integration of mentally handicapped children and adolescents. Hyvinkää, Finland 27 June – 7 July 1976. United Nations Office, Division of Social Affairs, Geneva.

Strukturen der sozialen Ungleichheit. Grundlagen für eine Analyse der sozialen Schichtung in Österreich. (Structures of social inequality. Basic material for an analysis of the social stratification in Austria.) ..... **see no. 711**

10400 FOREIGNER. MIGRANT – ETRANGER. MIGRANT – AUSLAENDER. MIGRANT

479 Ausländerkinder im Bildungssystem der Schweiz. (Les enfants étrangers dans le système scolaire suisse.)
CH C 1974-1975
Bultmann, Heinrich.
Sup: Hofmann-Nowotny, Hans Joachim.
Inst: Soziologisches Institut der Universität Zürich, Zeltweg 63, 8032 Zürich.
affective development; foreigner; immigrant; language development; pupil; social integration; teacher-pupil relation; social psychology; sociology
développement affectif; étranger; immigrant; développement du langage; elève; integration sociale; relation maître-élève; psychologie sociale; sociologie
Die Arbeit gibt einen Ueberblick über die folgenden Themen und Problembereiche:
1. Makrosozialer Aspekt: Einwanderung, Sozialstruktur und strukturelle Spannungen
2. Ueberblick über das Bildungssystem der Schweiz
3. Ausländerkinder in der Schweiz: quantitative Dimension (Zahl und Anteil der Ausländerkinder, Verteilung auf Schulen unterschiedlichen Niveaus, Zahlen zur benachteiligten Situation der Ausländerkinder)
4. Bildungspolitik und Massnahmen zur schulischen Integration (Beispiele)
5. Psychologische Aspekte: doppelter Sozialisationsprozess aus zwei Wertwelten
6. Pädagogischer Aspekt: Belastung von Schülern und Lehrern, weil sie auf die spezifische Situation zu wenig vorbereitet sind und die Frage der Fremdarbeiter sowohl politische als auch wirtschaftliche Aspekte hat, auf die Lehrer keinen Einfluss haben.
7. Hypothesen. – Die soziologische Problematik der Kinder ist die Randstellung ihrer Eltern in der schweizerischen Gesellschaft. – Die sozialpsychologische Problematik besteht in der Ueberforderung der Kinder durch den doppelten Sozialisationsprozess. – Die psychologische Problematik besteht in der Ich-Schwäche und im Konformismus der Kinder, die eine andauernde Fixierung der gesellschaftlichen Randstellung befürchten lässt. –Massnahmen, die die soziale, wirtschaftliche und politische Integration fördern, sind geeignet, der Problematik abzuhelfen.

480 En undersøkelse av forholdet mellom innvandrerbarns sosiale-og utdanningsmessige situasjon. (A study of the relationship between the social and educational situation of immigrant children.)
NO O 1976-1979
Opsand, Ole-Petter.
Inst: Institutt for Samfunnsforskning (Institute for Social Research) Munthesgt. 31, N-Oslo 2.
Fin: Ministry of Church and Education.
immigrant; child; social policy; social system; social structure; social inequality; educational opportunity; equal opportunity; sociology of education; survey; interview; observation
immigrant, enfant; politique sociale, système social; structure sociale; inégalité sociale; chances d'éducation; égalité de chances; sociologie de l'éducation; enquête; entretien; observation
Aims: (1) To get a broad view of the social and educational situation of the different groups of immigrant children in Norway. (2) To get the opinion of persons and institutions involved, their definition of the situation, and to discuss the problems considered most crucial, and alternative problem-solving strategies. (3) To develop and pretest adequate methodological approaches and models necessary for applied research in this field.
Sample and methods: Interviews of immigrant and Norwegian children, teachers and administrators. Observation, projective tests, compositions and time budget surveys supported by and linked with precollected data, statistics, etc.

481 Modeller för tvåspråkig undervisning av invandrarbarn. (Models for bilingual-bicultural education of immigrant children.)
SE O 1972-1977
Aronsson, Karin; Chaib, Mohamed; Wigforss, Eva.
Sup: Johannesson, Ingvar.
Inst: Pedagogiska institutionen, Lunds universitet (Department of Education, University of Lund) Fack, S-220 07 Lund 7.
University of Lund, Fack, S-221 01 Lund 1.
Fin: The National Board of Education.
immigrant; linguistics; bilingualism; Swedish; language development
immigrant; linguistique; bilinguisme; suédois; développement du langage
In order to give immigrant children the same opportunities as Swedish children to live and function in the Swedish society, it is necessary to create for them teaching models which directly lead to bilingual mastery. The main purposes of this project are: – to develop and strengthen the linguistic abilities and language mastery of immigrant children first in their mother tongue and then in Swedish in order to attain a functional bilingualism; – to develop models and methods for the bilingual teaching of immigrant children in Swedish pre- and comprehensive schools; – to study and analyse bilingual learning with special consideration to the relationship between language 1 and 2, as well as the relationship between the linguistic development and other relevant factors.
Design: At pre-school level: Setting up a bilingual teaching model and evaluating its outcome. Constructing new tools for the testing of concept development and language development in Swedish and Finnish. Evaluation of concept teaching in mathematics. At school level: Setting up an integrated bilingual teaching model and evaluating its outcome through various standardised diagnostic tests of writing and reading both in Swedish and Finnish, and in arithmetic.
Results: During the school year 1972-73 two teaching models based on bilingual principles and theories were elaborated at pre-school level. A report summarizing the pedagogical processes has been prepared and published (Report No. 45). During the school year 1973-74 a single bilingual teaching model was elaborated at pre-school level and its outcome has been evaluated through various tests (Report No. 53). A bilingual teaching model for grade 1 of the comprehensive school has been elaborated and its outcome evaluated through various diagnostic tests of language and mathematics attainment.
Publ: Aronsson, K. & Wigforss, E. Den tvåspråkiga lekskolan i Malmö 1973-74. Report from the Institute of Education, No 53. Lund 1974.
Chaib, M. Tvåspråkig lekskoleträning av invandrarbarn. Report from the Institute of Education, No 45. Lund 1974.
Chaib, M. Tvåspråkig undervisning av invandrarbarn på lågstadiets årskurs 1. Report from the Institute of Education, No 55. Lund 1974.
Johannesson, I. Aim and goals for bilingual-bicultural education. Pedagogical Bulletin, No 1. Lund 1975.
Johannesson, I. Bilingual-bicultural education of immigrant children in Sweden. In: *International Review of Education*, XXI, 1975, pp. 347-355.

482 Modeller för undervisning av invandrarföräldrar. (Models for teaching parents of immigrant children.)
SE O 1974-1977
Ouvinen-Birgerstam, Pirjo.
Sup: Johannesson, Ingvar.
Inst: Pedagogiska institutionen, Lunds universitet (Department of Education, University of Lund) Fack, S-220 07 Lund 7.
University of Lund, Fack, S-221 01 Lund 1.
Fin: The National Board of Education.
immigrant; linguistics; bilingualism; Swedish; adult education
immigrant; linguistique; bilinguisme; suédois; éducation des adultes
The principle aims of this project are: – to develop and strengthen the parents' (especially the mothers') language ability both in their native language and in Swedish; – to develop models and methods for the organisation of an adequate teaching of immigrant children's parents; – to analyze the relationship between the parents' experiences and attitudes towards their own further instruction and their children's progress in Swedish schools.
About 50 mothers with children in the bilingual teaching project have been interviewed about their identity, language, work, leisure time, children, family and experience as immigrants in a new country.
Publ: Ouvinen-Birgerstam, Pirjo. Kursverksamhet bland finska föräldrar. Folkbildningsarbetet, 1976, s. 9-11.
Ouvinen-Birgerstam, Pirjo. Finska invandrarfamiljer i Malmö. Pedagogiska rapporter, nr 10., Lund, 1976.

483 Språkutvecklingen hos invandrarbarn i Sverige (SPRINS). (The language development of immigrant pupils in Sweden.)
SE O 1976-1979
Tingbjörn, Gunnar.
Sup: Ellegård, Alvar.
Inst: Språkpedagogiskt Centrum (Language Teaching Research Centre) Lärarhögskolan i Mölndal, Fack, S-431 20 Mölndal.
University of Gothenburg, Fack, S-431 20 Mölndal.
Fin: The National Board of Education.
immigrant; linguistics; bilingualism; Swedish; language development
immigrant; linguistique; bilinguisme; suédois; développement du langage
The project aims principally at obtaining knowledge of the linguistic development process of immigrant pupils in Sweden, having different maternal languages and different linguistic stimulation at home and at school. The chief subject of the project will be a study of the various linguistic traits (vocabulary, syntax and phonemic systems) that imply difficulties for the pupils when they learn Swedish, and hence to illustrate the similarities and differences that exist between Swedish and the immigrant languages.
The investigation is planned to be carried out by means of interviews, tests and analyses of themes and of oral ability.

Bakgrundsfaktorer i invandrargrupper. Projekt inom FAMU. (Background factors in immigrant groups. FAMU project (Research on labour market training project).) ..... **see no. 509**

Elevassistent-och informationsverksamhet för invandrare på AMU-center. Projekt inom FAMU. (Assistant and information activity concerning immigrants at labour market training centres. FAMU project (Research on labour market training project).) ..... **see no. 515**

Invandrare på kursen 'Arbetsliv och utbildning'. Projekt inom FAMU. (Immigrants in the course 'Vocational life and education'. FAMU project (Research on labour market training project).) ..... **see no. 525**

Recherches pédagogiques sur l'alphabétisation et l'enseignement du français à des travailleurs étrangers. ..... **see no. 549**

Problems of communication facing overseas nurses in training in England and Wales. ..... **see no. 689**

10500 EMPLOYEE, WORKER – SALARIE, TRAVAILLEUR – ARBEITNEHMER, ARBEITER

484 Berufsausbildung und Beschäftigungssystem. Eine empirische Untersuchung der Vermittlung und Verwendung von Qualifikationen in fünf Grossbetrieben der Metallindustrie. (Vocational training and the employment system. Empirical study on promotion and use of qualifications in five big plants in the metal industry.)

DE C 1973-1975

Fricke, Werner.

Inst: Forschungsinstitut der Friedrich-Ebert-Stiftung, 53 Bonn-Bad Godesberg, Koelner Str. 149.

worker; qualification; in-service training; teaching objective; comparative analysis; vocational training

travailleur; qualification; formation en cours d'emploi; objectif pédagogique; analyse comparative; formation professionnelle

Fragestellungen: (1) Welches ist der gegenwärtig aktuelle Stand der am weitesten entwickelten Formen betrieblicher Berufsausbildung im Hinblick auf didaktische Planung und Organisation? (2) Wer bestimmt die Ziele betrieblicher Berufsausbildung – insbesondere (a) wie ist der Zusammenhang zwischen betrieblichem Bedarf und Ausbildungsziel? (b) wie kann man Elemente betrieblicher Berufsausbildung einführen bzw. verstärken, die an beruflicher Autonomie der Arbeitenden orientiert sind (autonomie-orientierte Berufsausbildung)? (3) Welches sind die Einflüsse überbetrieblicher Kooperation zwischen Unternehmen und institutioneller Regelungen (qualifizierte Mitbestimmung) auf Konzeption, Zielsetzung und Ergebnis betrieblicher Berufsausbildung?

Feldforschung, Querschnittuntersuchung: (a) Expertengespräche, (b) Beobachtungen des Ausbildungsprozesses; (c) Arbeitsplatzanalysen; (d) Fragebogenerhebung.

Interview: 51 Experten (Ausbildungsleiter, Jugendvertreter, Personalleiter, Betriebsräte). Beobachtung: 30 Ausbildungsbeobachtungen, 47 Arbeitsplatzanalysen. Schriftliche Befragung: 798 Auszubildende, 162 Facharbeiter, 115 Ausbilder.

Ergebnisse: (1) Der betriebliche Bedarf an Qualifikationen dominiert bei der Formulierung der Ziele betrieblicher Berufsausbildung. (2) Betriebe mit qualifizierter Mitbestimmung vermitteln eher autonomieorientierte Qualifikationen als andere. (3) Es lassen sich Ansatzpunkte auch in der gegenwärtigen Form betrieblicher Berufsausbildung vor allem in montan-mitbestimmten Unternehmen finden, an denen Strategien autonomie-orientierter Berufsausbildung anknüpfen können.

Publ: Fricke, Else; Fricke Werner: *Berufsausbildung und Beschäftigungssystem. Eine empirische Analyse der Vermittlung und Verwendung von Qualifikationen in fünf Grossbetrieben der Metallindustrie*. Opladen: Westdeutscher Verlag, 1976.

Sozial-psychologische Untersuchung der Selbstaussagen von Zürcher Lehrlingen als Weiterführung einer Longitudinalstudie. (Analyse psychosociale des déclarations d'apprentis zurichois (continuation d'une étude longitudinale).) see no. 713

11000 EDUCATIONAL INSTITUTION – ETABLISSEMENT D'ENSEIGNEMENT – BILDUNGSEINRICHTUNG

11100 SYSTEM OF EDUCATION – SYSTEME D'ENSEIGNEMENT – BILDUNGSWESEN

485 La educacion y el medio desde una perspectiva antropologica: Plasencia. (Education and environment from an anthropological perspective: the teaching situation at Plasencia.)

ES C 1975-1976

Garcia Redondo, Maria Luisa.

Sup: Lison Tolosana, Carmelo.

Inst: Universidad Complutense de Madrid, Facultad de Ciencias Politicas.

Fin: Instituto Nacional de Ciencias de la Educacion.

ethnology; school system; school; parent-school relation; small town; social discrimination; observation; Spain

ethnologie; système scolaire; école; relation parents-école; petite ville; discrimination sociale; observation; Espagne

This research forms part of a broader project to analyse the interdependence of the formal educational process and the environment in which it takes place, from an anthropological perspective. The aim is to study the educational system and the acculturation process of pupils in a small town which is receiving a great amount of rural immigration.

The following variables are described: geographic and socio-economic background of the town, educational institutions (number of pupils and teachers, parent-school relationships, educational objectives, social origin of pupils, cost, absenteeism and dropouts). Behaviour values and standards of all those involved in the educational process were also taken into consideration.

All educational institutions (four public schools, six private schools, one secondary school, two seminaries and one vocational training centre) as well as some day-nurseries were included in the study of a town with a population of 29,000 inhabitants.

The description is based on continued observation supplemented with statistical and other relevant data, interviews, informal contacts with teachers, parents and pupils, and analysis of pupils' compositions.

Apart from permitting a review of the educational situation in Plasencia, the main findings are: Parents see no future in rural life and consider that education is the only means of social promotion for their children; they choose the school according to their social status or that they are aspiring to; the class structure of the different schools reinforces social discrimination; the expectations of parents and pupils are frustrated by the lack of institutions of vocational training and higher education.

486 L'enseignement privé en tant qu'appareil privilégié des stratégies éducatives des groupes sociaux favorisés.

FR O 1976-1979

Ballion, Robert; Kitchell, Sally; Vincent, Françoise; Robert, Evelyne.

Inst: Ecole Polytechnique, Laboratoire d'économétrie, 17, rue Descartes, 75005 Paris.

Centre National de la Recherche Scientifique (CNRS), 15, quai Anatole France, 75007 Paris.

Fin: Convention CORDES, Commissariat Général au Plan et Action Thématique Programmée (ATP-CNRS).

private education; educational guidance; social environment; failure

enseignement privé; orientation pédagogique; milieu social; échec

Objectif et hypothèse: Cette recherche se donne pour objectif de vérifier l'hypothèse de la transformation de l'enseignement privé français general et supérieur, en appareil d'enseignement mis au service des couches sociales favorisées, et ceci en vue de leur fournir soit un service éducatif supérieur à celui fourni par l'enseignement public, soit une voie de formation qui met l'élève l'empruntant à l'abri des sanctions de l'enseignement public. Cette mutation de l'enseignement privé aboutit à la mise en place de mécanismes intervenant dans le processus de reproduction des privilèges socio-économiques, processus rendus moins efficaces par l'élargissement des bases de recrutement de la population enseignée.

Echantillon et méthodes: Le phénomène sera empiriquement abordé: – par l'étude des décisions des familles concernant l'orientation des élèves; – par l'étude de l'ensemble des établissements d'enseignement privé primaire, secondaire, supérieur de l'Académie de Paris, avec des études comparatives menées dans quatre grandes villes de province; – par l'étude du cursus scolaire de la population d'anciens élèves de trois grandes Ecoles publiques et celles de trois établissements d'enseignement privé supérieur, considérés comme établissements refuge.

Publ: Ballion, Robert: Situation d'échec et réorganisation psychosociologique. In: *Aspirations et transformations sociales*, sous la direction de Chombard de Lauwe, Philippe. Paris: Anthropos, 1970.

Ballion, Robert: Enseignement privé, enseignement refuge? In: *Revue Française de Pedagogie*, 1974/29.

Ballion, Robert: *Etudes des consequences de l'échec scolaire sur le devenir socio-professionnel dans les milieux favorisés*. Rapport de recherche CORDES, 1974/décembre, 268 p.

Ballion, Robert: *Echec scolaire et réorganisation psychosociologique*. Thèse de 3e cycle, EHESS, 1975/septembre, 369 p.

Ballion, Robert & Bellan, Claude: Les établissements privés de formation à la "pratique des affaires" et les strategies de reproduction sociale. In: *L'orientation scolaire et professionnelle*, 1976/1, pp. 51-69.

487 Grundlagen zur organisatorischen Gestaltung von Schulen und Schulsystemen. (Fondements de l'organisation des structures scolaires.)

CH O 1973-1976

Isenegger, Urs; Staubli, Bruno.

Inst: (Institutionsunabhangiges Projekt), 25, rue d'Or, 1700 Fribourg.

Fin: Schweizerischer Nationalfonds zur Förderung der wissenschaftlichen Forschung.

education officer; inspector; organization; public education; reform; school system; teacher education; action research; questionnaire

fonctionnaire de l'éducation; inspecteur; organisation; enseignement public; réforme; système scolaire; formation des enseignants; recherche action; questionnaire

Das Projekt gliedert sich in drei Phasen: Vorphase: Erarbeitung erster theoretischer Grundlagen; Abklärung des Ist-Standes des Inspektoratssystems; Herstellung von Kontakten zur Bildungspraxis (vor allem Inspektoren). Hauptphase: Entwicklung eines Konzeptes einer künftigen innovativen Organisationsstruktur der Schule (anhand verschiedener theoretischer Grundlagen) als Bezugsrahmen zur Identifizierung von künftig wünschenswerten Rollen und Rollenbeziehungen. Abschlussphase: Vorbereitung der Dissemination der Ergebnisse an Personen in der Bildungspraxis und Bildungsforschung.

Die wichtigsten Fragestellungen zur Hauptphase lauten: – Welche wissenschaftlichen Disziplinen liefern vor allem theoretische Konzepte und empirische Ergebnisse, die bei der Bearbeitung dieses (praktischen) Problems, ein Schulsystem organisatorisch zu strukturieren, verwertet werden können? – Wie sind die Informationen aus diesen verschiedenen Disziplinen sowie zusätzliche normative Aussagen miteinander zu kombinieren? – Welches sind überdauernde hauptsächliche Aufgabenfelder eines innovativen Schulsystems, worauf organisationsstrukturelle Vorschläge beruhen könnten? Anhand welcher Bezugsrahmen lassen sich solche Aufgabenfelder identifizieren? – Welches sind theoretisch begründbare Strukturierungsprinzipien für die organisatorische Gestaltung eines Schulsystems? – Welche Ebenen innerhalb eines nationalen Schulsystems sollen unterschieden werden; welche Aufgaben sind auf den verschiedenen Ebenen zu lösen, welche Organisationselemente könnten zu deren Erfüllung und Koordination dienen?

Anhand eines Fragebogens wurden 68 hauptamtliche Inspektoren der deutschsprachigen Schweiz über ihr aktuelles und künftiges Rollenbild befragt und eine Inhaltsanalyse der Schulgesetze und Inspektorenreglemente vorgenommen. Diese Arbeit wird u.a. ein langfristiges innovatives Strukturkonzept für das schweizerische Schulwesen enthalten. Dieses Konzept versteht sich als eine mögliche Variante und als mögliche Grundlage für Arbeitsgruppen der Schulentwicklungsplanung.

Publ: Isenegger, Urs: Systemmodell und Bildungsreform. In: *Civitas*, Nr. 3, November 1973, pp. 134-148.

488 Studieavbrott i grundskolan. (Dropouts in comprehensive school.)

SE C 1969-1976

Emanuelsson, Ingemar; Haggkvist, Jan.

Inst: Pedagogiskt Centrum vid Stockholms Skolforvaltning (Pedagogical Centre, Stockholm Local School Authority) Fack, S-104 35 Stockholm 23.

Stockholm Local School Authority Fack, S-104 35 Stockholm 23.

Fin: Stockholm Local School Authority.

dropout; attitude; fatigue; compulsory education; follow-up study
abandon d'études; attitude; fatigue; enseignement obligatoire; étude longitudinale

The extension of the period of compulsory schooling creates considerable problems for many pupils. School-fatigued pupils ask to be allowed a break in their studies before they have completed the compulsory period. The Education Act and other regulations recommend a restrictive policy in the granting of such requests. The project aims at a better understanding of the situation of these pupils in school and after they have left as dropouts, in order to give cues for dealing with these problems.

Design: A follow-up study of dropouts, mapping out their school experiences and studying their first experiences in work and community after leaving school.

Sample: All the 452 persons who were allowed to drop out from the compulsory school in Stockholm during 1 July 1964-31 December 1968. 450 teachers.

Methods: Review of registers, journals, etc. Questionnaires to students and teachers. Interviews.

Results: As regards the dropouts the schooling period is characterized by repeated failures. The difficulties start as a rule very early, often already at the start of schooling. The results of the follow-up studies show that their problems continue to be very big also after school. Their experience of failure is very much like that of those in school. The criminality rate is very high, and dropouts also have other big problems in coping with society. The dropping-out in itself is not a very important event, but rather a part of a negative developing process. It is also important to note that the students have not become dropouts because of lack of qualifications, but rather because they lacked good possibilities for personal development in and outside school. This has consequences as regards future measures to be taken. They must in the main be aimed at changing the educational situations in the classroom, so that students who now become dropouts will be accepted and given possibilities to succeed in that milieu.

Publ: Emanuelsson, I.; Flood, B.; Hederoth & Rosenquist, K. Studieavbrott i grundskolan 2. Högstadielärares inställning till skolleda och studieavbrott. Pedagogiskt utvecklingsarbete vid Stockholms skolor, Nr 34, 1971.
Emanuelsson, I. & Jiveskog, L-O. Studieavbrott i grundskolan 3. Studieavbrytares bakgrund. Pedagogiskt utvecklingsarbete vid Stockholms skolor, Nr 47, 1973.
Emanuelsson, I. Utbildningshandikapp i långtidsperspektiv. Stockholm: Lärarhögskolan, 1974.
Emanuelsson, I. & Häggkvist, J. Studieavbrott i grundskolan 4. Studieavbrott – och sedan? Pedagogiskt utvecklingsarbete vid Stockholms skolor, Nr 64, 1976.
Emanuelsson, I. Studieavbrott i grundskolan 5. Sammanfattning och diskussion. Pedagogiskt utvecklingsarbete vid Stockholms skolor, Nr 66, 1976.
Information från Pedagogiskt centrum, Nr 2:2 - 4, 7.

La Educacion y el medio desde una perspectiva antropologica. La Celsa y la escuela de barrio. (The education and the environment from an anthropologic point of view. A Madrid district and its schools.) ..... **see no. 471**

Skoltrötta elever. (School fatigue.) ..... **see no. 651**

Analyse der Struktur und sozialisationsrelevanten Umwelt ausgewählter Gemeinden. (Analyse de la structure et du milieu socialisant dans des communes choisies.) ..... **see no. 704**

La educacion y el medio desde una perspectiva antropologica. El poligono de la Cartuja de Granada: el sistema escolar y sus problemas. (Education and environment from an anthropological perspective: the suburb of the Cartuja of Granada: the educational system and its problems.) ..... **see no. 722**

La ensenanza en Ciudad Rodrigo. (Education and environment from an anthropological perspective: the teaching at Ciudad Rodrigo.) ..... **see no. 723**

Evaluacion del sistema educativo: elaboracion de indicadores. (Evaluation of the system of education: elaboration of a system of indicators.) ..... **see no. 726**

Kommentierte Bibliographie zum Bildungswesen ausgewaehlter Industriestaaten (England, Frankreich, Italien, Schweden, USA, UdSSR) und vergleichende Analysen zum Bildungswesen in England, Frankreich Italien, Schweden und USA. (Annotated bibliography on the education systems of selected industrial countries (France, Italy, Sweden, United Kingdom, United States of America, USSR) and comparative analysis of education in France, Italy, Sweden, United Kingdom, and United States of America.) ..... **see no. 728**

11200 PRE-SCHOOL EDUCATION. NURSERY SCHOOL – EDUCATION PRE-SCOLAIRE. ECOLE MATERNELLE – VORSCHULERZIEHUNG. KINDERGARTEN

48 Esikoulu, lastentarhan ja kodin vaikutus lasten kehitykseen. (The development of six-year-olds in pre-school, kindergarten and home.)
FI O 1971-1977
Ruoppila, Isto Raimo; Korkiakangas, Veikko Veli Mikko.
Inst: Psykologian laitos (Department of Psychology) Seminaarinkatu 15, 40100 Jyväskylä 10.
Jyväskylän yliopisto, Seminaarinkatu 15, 40100 Jyväskylä 10.
Fin: Kouluhallitus/National Board of Education.
pre-school education; nursery school; early learning; home education; child development; cognitive development; affective development
éducation pré-scolaire; école maternelle; apprentissage précoce; éducation à domicile; développement de l'enfant; développement cognitif; développement affectif

The study resulted from pre-school experimentation carried out by the committee on pre-school education during the school year 1971-72. The aim is to study changes which appear in the development of six-year-olds during one pre-school year and to compare the possible differences found in the development of children who have lived in different environments.

The subjects of the study were 251 children: 151 pre-school children, 54 nursery school children and 46 children who stayed at home.

When comparisons were carried out between children from the countryside who stayed at home, pre-school children from the countryside, nursery school children from the town and pre-school children from the town it was established that

(1) there were no significant differences in the variables of cognitive development;

(2) in creative activities the nursery school children were more advanced than the pre-school children who again were more advanced than the children staying at home;

(3) pre-school children were more curious and critical than the others;

(4) several differences appeared between the groups in respect of social development and emotional development. When comparing children who were below or above the average level of intelligence, it was found that neither the pre-school nor the nursery school had any substantial effect on children's development. When individual nursery schools, pre-schools and municipalities were compared significant differences were discovered between the groups.

On the basis of the results practical inferences and recommendations are made as regards matters concerning the realization of pre-school education.

Publ: Ruoppila, I. & Korkiakangas, M. (1973) *Esikoulun, lastentarhan ja kodin vaikutus lasten kehitykseen I.* Tutkimuksen lähtökohdat, menetelmät ja toteutus. Reports from the Department of Psychology, University of Jyväskylä, 149. 74 p.
Ruoppila, I. & Korkiakangas, M. (1973) *Esikoulun, lastentarhan ja kodin vaikutus lasten kehitykseen I.* Tutkimuksen lähtökohdat, menetelmät ja toteutus: liitteet. Reports from the Department of Psychology, University of Jyväskylä, 150, 79p.
Ruoppila, I. & Korkiakangas, M. (1975) *Esikoulun, lastentarhan ja kodin vaikutus lasten kehitykseen II.* Vaikutuksia koskevat tulokset. Reports from the Department of Psychology, University of Jyväskylä, 173, 63 p.

490 Esikouluprojekti. (Pre-school project.)
FI O 1971-
Tiihonen, Eila; Röman, Kyllikki.
Inst: Kasvatustieteiden tutkimuslaitos (Institute for Educational Research) Seminaarinkatu 15, 40100 Jyväskylä 10.
Jyväskylän yliopisto, Seminaarinkatu 15, 40100 Jyväskylä 10.
Fin: Kouluhallitus/National Board of Education.
pre-school education; early learning; experimentation; curriculum; primary education; teaching aids; survey
éducation pré-scolaire; apprentissage précoce; expérimentation; programme d'études; enseignement primaire; moyens d'enseignement; enquête

The project on pre-school education was started in 1971, and the pre-school experimentation started at the same time in 11 municipalities. The work of the project began with a survey of the places of experimentation. Then the experimental curriculum drawn up by the pre-school committee was analyzed. Since autumn 1972, the emphasis has been on the development of the curriculum. The aim is to revise and further specify the goals, contents, and methods. At present, pre-school research is to an increasing extent focusing on the whole phase of early education (education of 6-7-8 year-olds). The aim is to develop a comprehensive curriculum for early education on the basis of curricula suggested for 6-year-olds and the early grades of the comprehensive school in co-operation with persons taking part in the experimentation, research and working groups.

In addition to the experimental curriculum, suggestions were prepared for uniform central topics and weekly syllabuses. Their functioning was followed up during two school years mainly by means of diaries and teacher ratings. Later on, the work focused on the development of the content areas of teaching and the individual subject matter topics. A survey was made of the field of mathematics, for the teaching of which the teachers obtained a frame of reference, based on logical progression, and sample problems. Teachers were asked to give a report on their teaching, and these reports have been summarized in order to improve the teachability of more difficult topics and to facilitate teachers' work.

The results obtained so far have been published.

Publ: Roman, K. (1971) *Toiminnan kehystekijöiden kartoitus esikoulukokeiluun 1971-72 osallistuvissa kokeilupisteissä.* Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitoksen julkaisuja, 121.
Roman, K. (1972) *Esikoululaisten huoltajien esikouluun liittyvien käsitysten ja mielipiteiden kartoitus.* Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitoksen julkaisuja, 150.
Tiihonen, E. (1972) *Esikoulumateriaali ja sen tarve.* Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitoksen julkaisuja, 140.
Tiihonen, E. & Hihnala, S. (1974) *Esiluokilla käsiteltyjä keskusaiheita ja käytettyjä oppimateriaaleja lukuvuonna 1973-74.* Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Selosteita ja tiedotteita, 27.
Tiihonen, E. (1975) *Esiluokkien yhteistyö kotien ja alkuopetuksen kanssa.* Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitoksen selosteita ja tiedotteita, 54.
Tiihonen, E. (1976) *Esiluokkien matematiikan opetussisältöjä, tehtäväesimerkkejä ja materiaaliviitteitä.* Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Selosteita ja tiedotteita, 76.

491 Grundlagen für eine lernzielorientierte Förderung durch den Kindergarten. (Basic material for use in kindergartens to strengthen educational goal orientation.)
AT O 1971-
Niegl, Agnes.
Sup: Bayr-Klimpfinger, Sylvia.
Inst: Bundesministerium für Unterricht und Kunst, Minoritenplatz 5, A-1010 Wien.
nursery school; pre-school education; further education of teachers; curriculum; speech training; environment; logical thinking; drawing
école maternelle; éducation pré-scolaire; perfectionnement des enseignants; programme d'études; éducation de la parole; environnement; pensée logique; dessin

This project must be seen in connection with the efforts being made to transform the kindergarten into an educational kindergarten. For this purpose it is particularly necessary to provide information for pre-school teachers already in employment. A number of curricula for use in kindergarten are to be worked out.

Curricula for the following have been elaborated so far: the promotion of language abilities, the beginning of logical-mathematical thinking, the environment, handicrafts and art.

Publ: Hartmann, Anna Hedwig. *Sprachförderung*. Wien: Österreichischer Bundesverlag, 1975.

492 Haja-asutusalueiden päivähoidon kehittämisprojekti. (Project for developing day-care in sparsely populated areas.)
FI C 1974-
Roos, Barbara; Sarola, Leena.
Sup: Tikala, Annika.
Inst: Karjalan tutkimuslaitos (Research Institute of Karjala) Tulliportinkatu 1 A, 80130 Joensuu 30.
Joensuun korkeakoulu, Tulliportinkatu 1 A, 80130 Joensuu 30.
Fin: Sosiaalihallitus/National Board of Social Affairs.
day-nursery; countryside; experimental education; child development; health education; home education
crèche; campagne; pédagogie expérimentale; développement de l'enfant; éducation sanitaire; éducation à domicile

The project was based on a national plan for the organization of children's day-care in 1973-78. The aim of the project was to study and develop alternative models for day-care suitable for sparsely populated areas, in which special attention is paid to children's health education, promotion of children's development and learning possibilities, and development and support of home education methods.

The project was carried out in two municipalities of the county of North Carelia. One municipality experimented with whole-day day-nursery activity for part of the year, and the other with whole-day activity for part of the year and part of the week. A survey was made of the children's living conditions, home environment and developmental level, and an experimental work programme was constructed on this basis. A psycholinguistic aptitude test (ITPA) was used for the evaluation of children's linguistic and communicative development level. Both the initial and final measurements were carried out by means of ITPA test.

The linguistic and communicative readiness of children in the study did not deviate significantly from the average standard of Finnish children. According to parents, the children had developed in all goal areas during the experimentation. Health education had resulted in a more regular cleaning of teeth and in the willingness to eat new dishes. According to parents, children's speech had also improved. Greatest progress had, however, taken place in the area of socialization.
Publ: Roos, B. & Sarola, L. (1975) *Haja-asutusalueiden päivähoidon kehittämisprojekti*. Raportti I ja II. Joensuun korkeakoulu. Karjalan tutkimuslaitos. 302 p.

493 Lasten ennaltaehkäisevä mielenterveystyö ja kasvatuspalvelu lastenneuvolassa. (Preventive work for children's mental health and child rearing guidance services in child welfare centres.)
FI O 1972-1976
Lepistö, Helena Kyllikki; Nieminen, Pirkko Elina.
Sup: Nupponen, Ritva.
Inst: Psykologian laitos (Department of Psychology) Hatanpaanvalitatie 40, 33100 Tampere 10.
Tampereen yliopisto, Kalevantie 4, 33100 Tampere 10.
Fin: Suomen Akatemia/Academy of Finland.
child rearing; guidance; educational guidance; psychologist; mental health
puériculture; orientation; orientation pédagogique; psychologue; santé mentale

The aims of the project are (1) to concretize the constructive and preventive approach in the work of psychologists in maternity and child welfare centres and to link it with personalized service; (2) to produce information on a child's psychic development and family environment on the basis of which services given to families on child rearing and preventive work for children's mental health can be planned; (3) to produce information on the need for child rearing services and methods for the use of maternity and child welfare centres; (4) to produce information on child rearing services offered to children under school-age by municipalities and on the relationship between the supply of services and the structural factors of the municipality.

Psychologists' work in maternity and child welfare centres was studied by ascertaining (1) the extent and quality of child rearing services required (inquiry to parents and nurses; a screen test of psychic development to 2- and 4-year-olds), (2) the use of child rearing services and the ratio between the use and the estimated need by means of experimentation (development check-ups, parent groups, nurse consultations, psychologist's consultations) and of an inquiry. The relationship between the physical and social environment of 2-year-olds and their psychic development, as well as correspondence between children's simultaneous environments (home, day-care) were investigated. Possibilities to develop a screening device in respect of psychic development suitable for the nurse were studied by means of inquiry, observation in different environments and development check-ups. Child rearing services offered to children under school-age by municipalities and their relations to the structural features of the municipality were studied by means of an inquiry sent to all municipalities in Finland, and on the basis of general statistics.

The results obtained so far indicate that parents do need outside guidance in child rearing both during pregnancy and while the children are small, and that child rearing services provided by maternity and child welfare centres can provide support for parents in their child rearing task. The results give directions for the development of psychologists' work in maternity and child welfare centres. As regards the other problems examined by the project the results are not available yet.
Publ: Nupponen, R., Helenius, A., Lepistö, H., Lyytinen, S., Nieminen, P. & Setälä, M-L. (1973) *Alle kouluikäisten lasten kasvatuksen tukeminen*. Tampereen yliopiston psykologian laitoksen tutkimuksia, 74/1. 68 p. ISBN 951-44-0095-X
Lepistö, H. & Nieminen, P. (1974) *Synnytysvalmennuksesta perhevalmennukseen*. Tampereen yliopiston psykologian laitoksen tutkimuksia 83. 60 p. ISBN 951-44-0162-X
Lepistö, H. & Nieminen, P. (1976) *Kasvatuspalvelut lastenneuvolassa-psykologitoiminnan tutkimus* (1976). Tempereen yliopiston psykologian laitoksen tutkimuksia 102. 81 p. ISBN 951-44-0461-0.

494 Pikkulasten liikunta. (The motor development and physical education of children in day-care centres.)
FI O 1973-
Siren-Tiusanen, Helena; Nurmi, Heli.
Sup: Ruoppila, Isto Raimo; Telama, Risto.
Inst: Liikunnan ja kansanterveydenedistämissäätiön tutkimuslaitos (Research Institute of Physical Culture and Health) Petäjätie 11, 40720 Jyväskylä 72.
Liikunnan ja kansanterveyden edistämissäätiö, Jyväskylän uimahalli, Yliopiston alue, 40100 Jyväskylä 10.
Fin: Opetusministeriö, Ministry of Education.
day-nursery; physical education; motor development; motivation; pre-school education; school readiness
crèche; éducation physique; développement moteur; motivation; éducation pré-scolaire; maturité scolaire

The general aim of the project is to create a scientific basis for physical education given during early education. The project has been closely connected with the expansion of the day-care system and the ongoing development of the contents of day-care in Finland. The results and output of the project can also be utilized in the planning and realization of pre-school education for 6-year-olds as far as concerns physical education. The experimentation aims at clearer goal definitions and the development of contents and methods in respect of physical education for children under school-age.

During the project an attempt has been made to combine data produced abroad, and fundamental research and problem-oriented applied research, carried out in Finland. The methods used are analysis of literature, and empirical study on the basic motor abilities, fitness, and motivation for and interest in physical activity among 6-7 year-old Finnish children who are entering the school. The sample includes children from both town and countryside. In 1976 the study has focused on pedagogic-psychological field research and the subjects covered the whole age-range of children under school-age (1-6 year-olds). The groups of children (1-2,5-year-olds, 3-4 year-olds, 5-6 year-olds) are each week given varied systematic physical activity suitable for their level of development. At the same time are studied the children's learning process and the effect of the activity on child development, especially on the formation of basic motor abilities, fitness and motivation for physical activity, and the effect on socialization. Attention is also paid to equipment needed for children's physical activity. Several methods are used in the initial and final measurements: physical activity in the form of a test, systematic observation (individual longitudinal observation, cross-section observation of the whole group), pedometer, day-nursery teachers' assessments and interviews, questionnaires to parents, information from school nurses.

Pedagogic-psychological tests are being carried out at present. Final measurements will be carried out in the experimental and control groups in the late spring and summer of 1977. The experimentation will be made more detailed and extensive in autumn 1977. The children will, as far as possible, be followed up after the experimentation.
Publ: Penttinen, H. (1974) *3-6-vuotiaiden liikuntakasvatus osana eri maiden varhaiskasvatusta: perusteet, tavoitteet, opetusmenetelmät ja sisällöt*. Rep. Dept. Psychol. Univ. Jyväskylä, 156. 95 p.
Nurmi, H. & Siren, H. (1975) *Alle kouluikäisten liikunta. Kouluunmenoikäisten lasten motorisen kunnon ja perusliikunnan mittaus ja yhteyksien selvitys*. Liikunnan ja kansanterveyden julkaisuja 4, 92 p.
Conference papers: Penttinen, H. (1976) *The planning and experimentation of the physical education of 3-6 year-old children in Finnish kindergartens*. Education physique des enfants avant l'époque de la puberté. Conférence internationale. Gdansk 1974. Varsovie Poznan: Editions scientifiques de Pologne, pp. 142-145.
Siren, H. (1976) *The planning and experimentation of the physical education and forms of physical exercises of 3-6 year-old children in Finnish kindergartens*. Education physique des enfants avant l'époque de la puberté. Conférence internationale. Gdansk 1974. Varsovie Poznan: Editions scientifiques de Pologne, pp. 145-148.
Siren-Tiusanen, H. & Nurmi, H. (1976) *Evaluation of the Level of Motor Development Attained in Preschool in Children Entering the Comprehensive School*. International Congress of Physical Education 1976, Jyväskylä, Finland.

495 Planstudie Kindergarten. (Etude de planification concernant les jardins d'enfants.)
CH O 1974-1976
Reichen, Jürgen; Strobel, Martin; Büchi, Anja.
Inst: Pädagogische Abteilung der Erziehungsdirektion des Kantons Zürich, Haldenbachstrasse 44, 8006 Zürich.
Fin: Eigenfinanzierung.
inspectorate; language development; nursery school; parental attitude; pre-school education; teacher behaviour; teaching objective; field research; interview
inspectorat; développement du langage; école maternelle; attitude des parents; éducation pré-scolaire; comportement de l'enseignant; objectif pédagogique; recherche sur le terrain; entretien

In der Studie werden Informationen über die täglich sich ereignende Praxis und deren Voraussetzungen in den Kindergärten des Kanton Zürich gesammelt. Diese Informationen bilden dadurch die Grundlage für Verbesserungsvorschläge der Kindergarten-Praxis, welche in Form von 'Beobachtungs-Kindergärten' erprobt und weiterentwickelt werden sollen.

Schwerpunkt der Studie bilden die nachfolgenden Teilprojekte: – Bildungsstatistische Gesamterhebung. – Gruppendiskussionen mit Kindergärtnerinnen. Alle Kindergärtnerinnen werden zur Teilnahme eingeladen. Es werden Tonbandprotokolle der Gespräche erstellt, welche eine inhaltsanalytische Auswertung ermöglichen und Rückschlüsse auf die allgemeinen pädagogischen Auffassungen und Haltungen, sowie die häufigsten Informationsdefizite der Kindergärtnerinnen erlauben. – Elternbefragung. Bei einer Zufallsstichprobe von Eltern derzeitiger Kindergartenschüler wird eine einfache Umfrage mit einem Fragebogen gemacht. Anschliessend werden die Eltern zu Diskussionsabenden eingeladen, wo die im Fragebogen aufgeworfenen und die von den Eltern zusätzlich vorgebrachten Probleme differenziert diskutiert werden können. Im Mittelpunkt stehen Fragen zu den Zielen und Hauptaufgaben des Kindergartenwesens. – Umfrage bei den Kindergärtnerinnen. Der gleiche

Fragebogen, der an die Eltern verteilt wird, wird auch sämtlichen Kindergärtnerinnen zugestellt. Es wird demnach nicht nur erhoben, welche Zielvorstellungen Eltern und Kindergärtnerinnen zum Kindergarten haben, sondern auch, inwiefern sich diese Zielvorstellungen decken. –Befragung der Inspektorinnen. Auf einem entsprechenden Fragebogen soll zum Ausdruck kommen, in welchem Licht sich die durchschnittliche Kindergarten-Praxis aus der Sicht der amtlichen Fachaufsicht zeigt. –Beobachtungen im Kindergarten. Einige Beobachtungsteams werden in Probleme und Praxis der Unterrichtsbeobachtung eingearbeitet. Es wird ein einfaches Beobachtungsinstrument entwickelt und in einer kleinen Zufallsstichprobe angewendet. Den Projektbearbeitern ist zusätzlich eine Arbeitsgruppe bestehend aus Methodik-Lehrerinnen des Kindergärtnerinnen-Seminars Zürich und weiteren Kindergärtnerinnen beigestellt. Diese Arbeitsgruppe arbeitet vor allem an der Entwicklung von Alternativvorschlägen zur gegenwärtig vorherrschenden Praxis.

496 Vorschulkinder und ihre weitere Schullaufbahn. (Children with pre-school education and their further academic career.)
AT O 1975-1978
Seyfried, Hellmuth.
Inst: Pädagogisches Institut des Bundes in Vorarlberg; Schulpsychologischer Dienst, A-6800 Feldkirch; A-6901 Bregenz, Montfortstrasse 1.
pre-school education; pre-school child; pre-school age; compulsory education; school readiness; primary school; school age; physical development; intelligence level; success; marking
éducation pré-scolaire; enfant d'âge pré-scolaire; âge pré-scolaire; enseignement obligatoire; maturité scolaire; école primaire; âge d'entrée à l'école; développement physique; niveau intellectuel; réussite; notation
In order to determine the pedagogical usefulness of pre-school education a comparison of pupils with and of pupils without pre-school education during primary school appears to be necessary. The pupils to be covered by the investigation will be observed during the first two years of primary school, with particular regard to maturity, physical development, intelligence, and academic achievement.
This is to be a full investigation of all children who started pre-school education in Vorarlberg in 1975 and 1976. The control group consists of 100 children who started primary school without pre-school education (taken from two other federal provinces as well).
A longitudinal analysis with supplementary tests will be used.

La educacion y el medio desde una perspectiva antropologica: Plasencia. (Education and environment from an anthropological perspective: the teaching situation at Plasencia.) ... see no. 485

Induction et formation de la pensée logique chez l'enfant lors de la période charnière école maternelle-école primaire. ... see no. 639

Comportement scolaire des enfants de 2 à 3 ans: étude d'une petite section maternelle. ... see no. 661

Modalités et facteurs de l'adaptation scolaire aux âges seuils de 5 à 7 ans: passage de l'école maternelle à l'école élémentaire. ... see no. 662

Selektion und Klassifikation von Schülern. Eine experimentelle Untersuchung zur mehrdimensionalen Erfassung der schulischen Eignung bei der Uebertrittsauslese. (Sélection et classification d'élèves. Une recherche expérimentale relative à l'identification pluridimensionnelle de l'aptitude scolaire lors de la sélection.) ... see no. 682

Longitudinell undersökning av vissa språkfärdigheter hos barn. (Longitudinal study of children's language performance.) ... see no. 708

Milieu familial et école maternelle: a) étude sociologique de la genèse des échecs scolaires; b) la clientèle de l'école maternelle. ... see no. 709

Peruskoulun tavoitetutkimus. (Study on the objectives of the comprehensive school.) ... see no. 718

11300 PRIMARY EDUCATION. SECONDARY EDUCATION. HIGHER EDUCATION – ENSEIGNEMENT PRIMAIRE. ENSEIGNEMENT SECONDAIRE. ENSEIGNEMENT SUPERIEUR – PRIMARBILDUNG. SEKUNDARBILDUNG. HOCHSCHULBILDUNG

497 Analyse comparative des processus de changement et des mouvements de réforme de l'enseignement supérieur français.
FR O 1975-1977
Drouard, Alain.
Inst: Centre d'études comparatives des systèmes d'enseignement supérieur des pays anglo-saxons, Université de Paris VII, 8-10, rue Charles V, 75004 Paris.
Action Thématique Programmée (ATP) – Centre National de la Recherche Scientifique (CNRS).
Fin: ATP - CNRS.
higher education; reform of education; comparative education; social system
enseignement supérieur; réforme de l'enseignement; éducation comparée; système social
Analyse historique du système d'enseignement supérieur français jusqu'en 1960, et principalement des relations entre les forces de centralisation et de décentralisation.
On étudiera surtout les enjeux et les stratégies des différents groupes sociaux (monde politique, économique, universitaire, etc.) impliqués dans les débats sur la réforme, en établissant quelques comparaisons avec les processus de changement à l'oeuvre dans d'autres pays et à d'autres époques.

498 La création en France de nouveaux établissements universitaires de taille restreinte: le bilan critique en matière d'enseignement et de recherche.
FR O 1975-1977
Eicher, Jean-Claude; Mingat, Alain.
Inst: Institut de recherche sur l'économie de l'éducation (IREDU) Université de Dijon, 4, Boulevard Gabriel, 21000 Dijon.
Fin: Action Thématique Programmée - Centre National de la Recherche Scientifique.
school distribution; university; geographic origin; graduate; statistical analysis
carte scolaire; université; origine géographique; étudiant diplômé; analyse statistique
L'optique choisie est liée au départ aux problèmes de cartes scolaires ou universitaires qui ont été l'une des préoccupations les plus anciennes des décideurs en matière d'éducation.
Depuis une vingtaine d'années, on a assisté à une modification relativement importante de la répartition spatiale des établissements universitaires, par éclatement d'un cadre qui tenait depuis bien longtemps, et cette transformation mérite une analyse; cette analyse était spécialement intéressante dans la mesure où une nouvelle voie d'investigation dans ce domaine nous était suggérée par les résultats de la recherche des économistes: à savoir que la distance était une variable statistiquement très significative dans le processus de sélection universitaire. On a considéré que la transformation de la carte universitaire et la création d'établissements nouveaux pouvaient avoir des effets d'une part sur l'enseignement et d'autre part sur la recherche.
Quant à l'enseignement, on peut anticiper des effets du côté des étudiants, qui sont d'ordre démocratique dans la mesure où des handicaps à la scolarisation et à la réussite sont éliminés ou réduits et qui sont aussi d'ordre économique dans la mesure où on doit s'attendre à de moindres redoublements et à un moindre coût. Du côté des enseignants, il conviendra d'examiner les spécificités de la structure du corps enseignant, par qualification, résidence... ainsi que la pédagogie employée dans ces établissements. Dans le nouvel établissement, la recherche souffre vraisemblablement d'un certain nombre de handicaps dans la mesure où les équipements et les structures de recherche se créent sans doute après le démarrage de l'enseignement.

499 Der doppelte Flaschenhals: Die deutsche Hochschule zwischen numerus clausus und Akademikerarbeitslosigkeit. (The double bottleneck: universities and colleges in the Federal Republic of Germany caught between numerus clausus and graduate unemployment.)
DE C 1974-1976
Lohmar, Ulrich; Ortner, Gerhard E.; Bayer, Manfred.
Inst: Forschungszentrum FEoLL-Paderborn, Institut fuer Bildungs-Betriebslehre, 479 Paderborn, Rathenaustr. 69.
economics of education; higher education; educational policy; numerus clausus; unemployment; reform of education; labour market; planning of education; graduate; admission; post-secondary education
économie de l'éducation; enseignement supérieur; politique de l'éducation; numerus clausus; chômage; réforme de l'enseignement; marché du travail; planification de l'éducation; étudiant diplômé; admission; enseignement post-secondaire
Das Projekt soll eine Situationsanalyse der deutschen Hochschulsysteme liefern und damit zur Gestaltung und Steuerung der tertiären Bildung beitragen. Es sollen insbesondere die Beziehungen zwischen Qualifikationssystem und Beschäftigungssystem untersucht werden.
Expertenbefragung; wissenschaftliche Enquête aufgrund von schriftlichen Beiträgen von 20 Experten aus Wissenschaft, Hochschule, Bildungsverwaltung, Wirtschaft und Politik.
Die inhaltlichen Ergebnisse können aufgrund der unterschiedlichen Thematik der Einzelbeiträge und der teilweise divergierenden Darstellung nicht zusammengefasst werden; auf die Veröffentlichung wird verwiesen.
Publ: Lohmar, Ulrich; Ortner, Gerhard E.; Bayer, Manfred; *Der doppelte Flaschenhals; Die deutsche Hochschule zwischen Numerus Clausus und Akademikerarbeitslosigkeit*. Hannover: Schroedel Verlag, 1975.

500 Follow-up-Untersuchung über die Reformmassnahmen an der Oberstufe der Gymnasien. (Etude longitudinale des mesures de réforme appliquées au deuxième cycle des écoles de maturité.)
CH O 1975-1977
Schraeder-Naef, Regula.
Inst: Pädagogische Abteilung der Erziehungsdirektion des Kantons Zürich, Haldenbachstrasse 44, 8006 Zürich.
attitude; experimentation; option; secondary education; upper secondary; interview; questionnaire
attitude; expérimentation; matière à option; enseignement secondaire; secondaire deuxième cycle; entretien; questionnaire
Das vorliegende Projekt ergänzt die Untersuchung über die Reformmassnahmen an der Oberstufe der Mittelschulen mit Maturitätsabschluss des Kantons Zürich (siehe: 507). Die Ergänzung besteht in einer nochmaligen Befragung der früher erfassten Schüler sowie des gesamten Zürcher Maturandenjahrganges 1972; die Befragung wurde im Wintersemester 1976/76 durchgeführt.
Diese wird Auskunft geben über die Frage, wie berechtigt die Zurückhaltung einiger Lehrer gerade gegenüber den von den Schülern am positivsten beurteilten Systemen ist. Abzuklären ist vor allem, ob die Reduktion des für alle Schüler obligatorischen Stoffpensums den Maturanden beim Uebertritt an die Hochschule Nachteile bringt, oder ob diese Reformen auf einer andern Ebene (Selbständigkeit, Einblick in wissenschaftliche Arbeitsmethoden) auch längerfristige Auswirkungen auf den Studienverlauf zeitigen.

501 Innovationen auf dem Gebiet des Fernstudiums. (Innovations with regard to correspondence courses.)
AT O 1976-1978
Schneider, Wilfried; Grohmann, Christine.
Inst: Institut für Wirtschaftspädagogik, Billrothstrasse 53, A -1190 Wien Wirtschaftsuniversität, Wien.
university studies; distance study; teaching aids; learning kit; didactics; teaching model; correspondence education
études universitaires; enseignement à distance; moyens d'enseignement; valise pédagogique; didactique; modèle didactique; enseignement par correspondance
The Federal Ministry of Science and Research established a working group 'Correspondence Courses' which launched the project 'Foundation course in industrial administration, law and economics'.

The purpose of the project is to develop new instructional material which will be evaluated on the basis of a parallel study carried out at the University of Technology, Vienna.

502 An investigation into the use of geophysical techniques in sixth form science teaching.
GB O 1975-1976
Bunker, Christopher Alan A.
Sup: Kelly, Deryk; Moffat, William.
Inst: Loughborough University of Technology, Loughboro', Leics. LE11 3TU.
Fin: Sidney Perry Foundation and Loughborough University, accommodation and facilities.
top form; earth sciences; laboratory; field research; teaching aids
classe terminale; sciences de la terre; laboratoire; recherche sur le terrain; moyens d'enseignement

In an attempt to make sixth form science teaching a little more relevant, and to allow real research work to be done by schools, an attempt has been made to devise hardware and software to enable sixth formers to conduct geophysical investigations, both in the laboratory with models, and more importantly in the field.

Apparatus has been devised for work in the areas of (a) self potential survey, (b) resistivity survey, (c) refraction seismic survey, (d) magnetic survey.

Results and conclusions are not yet clear, but early indications are that schools are enthusiastic about the materials.

503 Luokattoman lukion tutkimusprojekti. (Research project on the evaluation of the non-graded senior secondary school.)
FI O 1971-1976
Kava, Leena Kyllikki; Shemeikka, Sirpa.
Inst: Kasvatustieteen laitos (Institute of Education) Fabianinkatu 28, 00130 Helsinki 10.
Helsingin yliopisto, Fabianinkatu 33, 00100 Helsinki 10.
Fin: Kouluhallitus/National Board of Education.
upper secondary; experimentation; evaluation; curriculum; heterogeneous class
secondaire deuxième cycle; expérimentation; evaluation; programme d'études; classe hétérogène

The project is part of an experimentation of course-based or non-graded upper secondary school. The aim is to find out in what form the course-based upper secondary school could be best realized and to estimate the wider applicability of the system in the development of secondary education. The aim is also to evaluate the realization of the experimentaton and the project.

The sample consists of the pupils, the teachers and the pupils' parents of two upper secondary schools in Helsinki.

The methods used in the project have been several questionnaires, observation and interviews. Before the experimentation the pupils took part in personality and ability tests and measurements of study attitudes.

When the realization of course-based upper secondary school was evaluated in the first year of experimentation it was found that the aims of the experimentation had been inaccurate. Thus it became the task of the project to clarify and evaluate the aims. The aims mentioned in the interviews were, however, found to correspond quite well with the essential curricular features of the course-based upper secondary school. On the basis of pupils' and teachers' goal evaluations it can be concluded that the central aims describing the purpose of the course-based upper secondary school were in general considered quite important and feasible. During the first year of experimentation they were, however, deemed to have been realized only partly. Furthermore, the opinion of teachers and pupils was that course-based study was more interesting than and different from the usual method. Especially in the study of foreign languages but also of other subjects the changes were experienced as positive. Favourable development was also discovered in pupils' relations with each other during the experimentation. The difficulty in course-based study was increased work load and problems occurring in the arrangement of the time-table of the experimentation.

Publ: Kava, L. (1973) *Luokattoman lukion tutkimusprojekti.* Ensimmäisen vuoden kokemuksia ja alustavia tuloksia. Kouluhallitus. Kokeilu-ja tutkimustoimisto. Tutkimustoimisto. Tutkimusselosteita No 4, 52 p.
Shemeikka, S. (1973) *Luokattoman lukion oppilaiden ystävyys- ja työtoveruussuhteista.* Kouluhallitus. Kokeilu-ja tutkimustoimisto. Tutkimusselosteita No 3, 50 p. ISBN 951-46-0837-2
Kava, L. & Shemeikka, S. (1974) *Hajotetusta opiskelusta kurssimuotoiseen.* Kasvatus 5:4, 207-211.
Shemeikka, S. (1974) *Opetustapahtuman kehitys luokattomassa lukiossa opetusjakson aikana.* Kouluhallitus. Kokeilu- ja tutkimustoimisto. Tutkimusselosteita No 8, 53 p. ISBN 951-46-1443-7.

504 Skoleklinikk: Forsøk i Oslo 1968-73 med alternativt opplegg for støtteundervisninga for 1-3 klasse. (School clinics: Research in Oslo 1968-73 on alternative forms of remedial education.)
NO C 1968-1975
Arnestad, Aashild Bjerke.
Sup: Hagesaether, Gunhild; Bø, Ola.
Inst: Skolesjefen i Oslo. Avdeling for forsøks- og utviklingsarbeid (Superintendent of Schools in Oslo. Department of Educational Research and Innovation) Normannsgt. 57 B, N-Oslo 6.
Fin: Municipality of Oslo.
special education; remedial teaching; backward child; slow learner; individualized teaching; sex difference; transitional class; primary school
enseignement spécial; enseignement de rattrapage; enfant retardé; esprit lent; enseignement individualisé; difference de sexe; classe de transition; école primaire

Aims: To find varied and flexible ways to arrange the remedial education in normal classes, and to introduce working and co-working patterns in school to assure all pupils a more differentiated and better offer of education. The project deals in particular with the following questions: (1) What level and qualities of knowledge and maturation characterized pupils in Oslo 1968-70 when they entered school? (2) What kind of remedial education did those pupils need? (3) How did the pupils progress, taking into consideration their level of knowledge and maturation on entry and the education they received.

The school clinic, and especially the co-working pattern which was instituted, proved to be successful and has been adopted in a later re-organization of remedial education in Oslo. It seems that the education in the school clinics provided effective help and support to the pupils taken care of. However, the data did not allow complete certainty as to the conclusion, since it was difficult to separate the effects. Boys were judged to be more in need of individual instruction in school clinics than girls.

Publ: *Forsøk med skoleklinikker.* Skoleinspektøren i Oslo. Avdeling for forsøk og forskning. Foreløpig rapport (6), 1970, 25 p.
Skoleklinikker. Forsøk med delvis integrering av støtteundervisning. Skolesjefen i Oslo, avdeling for forsøk og forskning. Foreløpig rapport. (9), 1971, 42p.
Arnestad, Aashild Bjerke. *Skoleklinikk. Forsøk i Oslo 1968-73 med alternativt opplegg for støtteundervisninga for 1-3 klasse.* Universitetet i Oslo, 1975. 167 p.

505 Tukiopetustutkimus. (A study on remedial teaching.)
FI O 1973-1977
Koponen, Arvo.
Inst: Kasvatustieteiden tutkimuslaitos (Institute for Educational Research) Seminaarinkatu 15, 40100 Jyväskylä 10.
Jyväskylän yliopisto, Seminaarinkatu 15, 40100 Jyväskylä 10.
Fin: Koulutushallitus/National Board of Education.
remedial teaching; learning difficulty; compulsory education; teaching practice; curriculum; survey
enseignement de rattrapage; trouble de l'apprentissage; enseignement obligatoire; pratique pédagogique; programme d'etudes; enquête

In 1973 a project, commissioned by the National Board of Education, was started, the aim of which was to study in respect of remedial teaching (1) the problems connected with concept and contents; (2) administrative and organizational problems and (3) pedagogic problems. In the first phase the main task was to make a general survey of the present state of remedial teaching, and for this purpose a questionnaire study was carried out in spring 1974. The aim was to obtain replies mainly in the following eight problem areas: (1) How much remedial teaching is provided? (2) How have been and should be carried out certain administrative and organizational matters in respect of remedial teaching? (4) What are the attitudes of principals and teachers towards remedial teaching? (5) How successful do the principals consider the present instructions for remedial teaching and how do they suggest they should be developed? (6) What factors cause difficulties in the arrangement of remedial teaching? (7) What suggestions have teachers to offer for the development of remedial teaching? (8) Are there regional or school-based factors that influence remedial teaching, and consequently perhaps pupils' school achievements?

The study is a survey of an ex post facto type. The population consisted of schools which followed the comprehensive school curriculum in 1973-1974. From this population was drawn a statistically representative random sample of 275 schools and 322 teachers. The total response percentage in the inquiry was 93%. The results of the inquiry will be analyzed by means of the usual statistical methods.

The results of the study, which have been analyzed only partly, can be utilized in respect of both short-term and long-term aims. The short-term benefit consists of the information obtained during the project on the present state of remedial teaching which might make it possible to recommend some measures to improve the present situation. Available empirical and theoretical data on remedial teaching will be collected. On the basis of a synthesis of this data inferences will be made concerning the relation of the remedial teaching to curriculum development, teacher education, teaching aids and administrative instructions.

Publ: Koponen, A. & Puro, J. (1975) *Tukiopetustutkimus I. Tukiopetuksen määrä peruskouluissa lukuvuonna 1973-1974 sekä eräitä tukiopetusjärjestelyihin ja-pedagogiikkaan liittyviä kysymyksiä.* Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Selosteita ja tiedotteita. N:o 53. ISBN 951-677-546-0.

506 Untersuchung über die Reformmassnahmen an der Oberstufe der Mittelschulen mit Maturitätsabschluss des Kantons Zürich. (Etude des mesures de réforme appliquées au deuxième cycle des écoles de maturité du canton de Zurich.)
CH C 1972-1974
Schraeder-Naef, Regula.
Inst: Pädagogische Abteilung der Erziehungsdirektion des Kantons Zürich, Haldenbachstrasse 44, 8006 Zürich.
attitude; experimentation; option; secondary education; upper secondary; interview; questionnaire
attitude; expérimentation; matière à option; enseignement secondaire; secondaire deuxième cycle; entretien; questionnaire

Die Untersuchung, die 1972/73 im Auftrag der Erziehungsrates des Kantons Zürich durchgeführt wurde, befasste sich mit der Evaluation der Oberstufenreformen an den kantonalzürcherischen Mittelschulen. Alle Reformen beinhalten ein Wahlsystem, nach dem die Schüler der obersten Klasse einzelne Stunden selbst wählen können, sowie verschiedene methodisch organisatorische Massnahmen, die teils in allen Schulen gleich sind (Arbeitswochen, Studientage), teils in einzelnen Schulen eingeführt werden (unterrichtsfreier Wochentag, Semesterarbeiten, Niveaukurse, Halbklassenunterricht, Aufsatzbesprechungsstunde, Klassenlehrerstunde usw).

Die Untersuchung stutzt sich auf eine Befragung der Lehrer sowie der Schüler der obersten Klassen der betreffenden Schulen. Die schriftliche Befragung, die mit Interviews' und Gruppendiskussionen vorbereitet wurde, ergab sehr hohe Rücklaufquoten (Schüler und Hauptlehrer über 90%, Hilfslehrer über 60%).

Die Schlussfolgerungen, die aus der Untersuchung zu ziehen sind, hangen letzten Endes von den Zielen ab, die mit den Reformen erreicht werden sollen. Will man durch die Wahlsysteme Lehrern und Schülern eine gewisse Abwechslung, einen begrenzten Freiheitsraum gewähren und ein Eingehen auf die individuellen Interessen ermöglichen, wird man innerhalb dieser Kurse die besten Erfahrungen machen, wenn der Lehrer sein Thema frei anbieten und der Schüler aus einem grossen Angebot möglichst frei auswählen kann. Sucht man dagegen nach Organisationsformen für die Oberstufe der Mittelschule, die zu einem

vermehrten Engagement der Schüler führen, müssen tiefgreifende Reformen durchgeführt werden. Vor allem muss dem Bedürfnis der Schüler nach mehr Selbständigkeit und eigener Verantwortung Rechnung getragen werden.

Die vorliegende Untersuchung wird ergänzt durch eine nochmalige Befragung der erfassten Schüler sowie des gesamten Zürcher Maturandenjahrganges 1972, die im Wintersemester 1975/76 durchgeführt wurde. (siehe: 501).

Publ: Schraeder-Naef, Regula, *Oberstufenreformen an den Zürcher Mittelschulen*. Bern, Verlag Haupt, 1976.

Kartlegging av organisasjonsmessige, pedagogiske og sosiale problemer i forbindelse med videregående opplaering av funksjonshemmede. (A survey of organisational, educational and social problems connected with secondary schooling for the handicapped.) ..... see no. 473

Vorschulkinder und ihre weitere Schullaufbahn. (Children with pre-school education and their further academic career.) ..... see no. 496

Détermination des besoins en matière d'éducation permanente à l'Université de Genève. ..... see no. 512

Die Institutionalisierung des Zweiten Bildungsweges – Selektion aufgrund klassen- bzw. schichtspezifischer Realitätsmodelle. (L'institutionnalisation de la 'deuxième voie de formation' – Sélection fondée sur des modèles spécifiques aux différentes classes et couches sociales.) ..... see no. 513

Lofotprosjektet. (The Lofoten Project.) ..... see no. 538

Rødøprosjektet. (The Rødøy Project.) ..... see no. 539

Arbeitslehre im Medienverbund als Programm allgemeiner Bildung. Evaluation eines Fernsehkurses für die Sekundarstufe I. (Multi-media courses in polytechnical education as part of a general education course. Evaluation of a television course for lower secondary education.) ..... see no. 540

Continuidad logica y psicologica de los programas de educacion general basica. (Logical and psychological continuity in the primary school curriculum.) ..... see no. 541

Utvikle tverrfaglig praktisk-etisk teamarbeid i laererutdanningen. (To develop integrated practical-aesthetical teamwork in teacher training programmes.) ..... see no. 546

Determinacion del vocabulario fundamental (de uso y reconocimiento) del niño Cordobes en su incorporacion a la educacion general basica. (Determination of the basic vocabulary used and recognized by Cordovan children and its incorporation into primary education.) ..... see no. 548

Utvikle et undervisningsopplegg i engelsk for tredje klasse. (Development of teaching material in English for the third grade.) ..... see no. 559

Bilan des connaissances en mathémat.que après quatre années d'étude. ..... see no. 560

Enquête auprès du corps enseignant de première année primaire sur l'enseignement de la mathématique. ..... see no. 563

Längsschnittuntersuchung über die Auswirkungen des Unterrichts in der 'Neuen Mathematik' auf Rechenfähigkeit und Rechenfertigkeit. (Longitudinal study on the effects of the teaching of 'New Mathematics' on capacities and skills in computation.) ..... see no. 568

Matematiikan oppimistulosten arviointi. (Evaluation of learning results in mathematics.) ..... see no. 569

Mesure du résultat de l'enseignement de la mathématique à l'école primaire. ..... see no. 570

Ny regning. (New mathematics.) ..... see no. 572

Proyecto Granada-Mats: Análisis de los contenidos indicativos oficiales en el área de expresión matemática para la segunda etapa de E.G.B. (Granada-Maths Projects: analysis of the mathematics programmes for the second stage of primary education.) ..... see no. 573

Bestandsaufnahme: Sozialkundeunterricht. (Assessment of teaching and learning in social studies.) ..... see no. 576

Trafikkopplaeringa i grunnskolen. (Road safety education in primary and lower secondary schools.) ..... see no. 579

Begleituntersuchung zu den Teilversuchen (Wahlfachsystem an der Sekundarstufe I). (Recherche d'évaluation concernant les essais scolaires partiels (système à options) au premier cycle de l'enseignement secondaire.) ..... see no. 584

Innovationshinder inom universitetsorganisationen. (Obstacles for innovation in the university organization.) ..... see no. 588

Le développement de l'enseignement individualisé au niveau universitaire. ..... see no. 591

Investigacion sobre textos escolares de educacion general basica. (Textbooks for primary education.) ..... see no. 595

Reform des Handarbeitsunterrichtes (HA) und Hauswirtschaftsunterrichtes (HW) im Kanton Luzern. (La réforme de l'enseignement ménager et des travaux manuels dans le canton de Lucerne.) ..... see no. 607

El rol del profesor universitario. (The role of the university teacher.) ..... see no. 612

Evaluation de l'enseignement secondaire en vue d'améliorer et d'harmoniser la formation des maitres. ..... see no. 618

Determinantes del rendimiento academico. (Determinants of school achievement.) ..... see no. 641

Evaluation des objectifs d'une école expérimentale. ..... see no. 643

Analyse der verbalen Interaktion im Unterricht. (Analysis of verbal interactions in teaching and learning.) ..... see no. 652

Den högre utbildningens roll i individens utveckling. (The role of higher education in the individual's development.) ..... see no. 653

Beslutningsprosessen i samarbeidsutvalget. (The decision process in participative committees of primary school in Norway.) ..... see no. 660

Eficacia respectiva de tres tipos de orientaciones pedagogicas sobre los problemas y trastornos escolares a nivel de Educacion General Basica. (Efficacy of three types of educational guidance as regards school problems and disorders at primary education level.) ..... see no. 667

Samarbeidsforsøk ved gymnas i Oslo. (Student-teacher involvement at an upper secondary school in Oslo.) ..... see no. 676

Correlacion entre la madurez de los alumnos del curso de orientacion universitaria (COU) y las pruebas de seleccion en la universidad. (Correlation between pre-university students' maturity and the university entrance selection examinations.) ..... see no. 679

Schulstrukturen und Schülerbeziehungen. Soziometrische Untersuchungen an einer traditionellen und einer Gesamtschule. (Structures scolaires et relations entre élèves. Recherches sociométriques dans une école traditionnelle et une école globale.) ..... see no. 681

Social segregation i grundskolan. (Social segregation in the comprehensive school.) ..... see no. 683

Untersuchung der Uebertritte Primarschule/weiterführende Schulen. (Recherche sur le passage de l'école primaire aux différentes écoles secondaires.) ..... see no. 684

Åpen skole – blinkskudd eller bomskudd? (Open school – a success or a failure?) ..... see no. 690

El problema de la masificacion en la universidad espanola; con especial referencia a la Universidad Complutense de Madrid. (Overcrowdment in Spanish universities with special reference to the Complutense University of Madrid.) ..... see no. 693

Utbildningssektorns expansion i Sverige under 1900-talet. (The growth of the educational sector in Sweden during the 20th century.) ..... see no. 720

Kartlegging og analyse av kostnadsstrukturen i den norske grunnskolen. (Presentation and analysis of the cost structure of Norwegian primary schools.) ..... see no. 702

Arbeitswirtschaftliche Probleme einer aktiven Bildungspolitik. Derzeitiger Forschungsschwerpunkt: Auswirkungen der gesellschaftlichen Statusdistribution auf Struktur des Hochschulsystems, auf Curricula, Berufsrekrutierung und Berufseinfuehrung. (Project: The impact of an active educational policy upon the labour market. Sub-project at present being carried out: Impact of the distribution of social status on the organization of higher education, curricula, and on job recruitment and job induction.) ..... see no. 706

La educacion y el medio desde una perspectiva antropologica: situacion de la ensenanza en la comarca de Pallars Sobira (Lerida). (The teaching situation in the Pallars Sobira (Lerida) county.) ..... see no. 721

11400 ADULT EDUCATION. LIFE-LONG EDUCATION. VOCATIONAL TRAINING – EDUCATION DES ADULTES. EDUCATION PERMANENTE. FORMATION PROFESSIONELLE – ERWACHSENENBILDUNG. STAENDIGE WEITERBILDUNG. BERUFSAUSBILDUNG

507 L'alternance enseignement-expérience professionnelle dans un système de formation initiale et/ou de formation permanente.

FR O 1974-1977

Girod de l'Ain, Bertrand.

Inst: Centre de recherches sur les systèmes universitaires, Université de Paris IX, Place du Maréchal de Lattre de Tassigny, 75016 Paris.

Université de Paris IX.

post-secondary education; vocational training; in-service training; adult education; comparative education; promotion; survey; life-long education

enseignement post-secondaire; formation professionnelle; formation en cours d'emploi; éducation des adultes; éducation comparée; promotion; enquête; éducation permanente

But: Etude de l'alternance en formation initiale et étude de l'alternance pour les adultes en se centrant sur les formations dont le contenu vise à permettre une promotion dans l'emploi.

Plan de recherche, échantillon, méthodes: L'alternance en formation initiale: – en France, étude d'établissements d'enseignement supérieur intégrant de larges périodes de stage ou d'expériences professionnelles: deux Instituts universitaires de Technologie (secteurs tertiaire et secondaire), deux Ecoles (une d'ingénieurs, une de commerce), deux cursus universitaires (maîtrise des sciences appliquées, maîtrise de gestion); – en Angleterre, étude de l'université technique de Loughborough et du Polytechnic de North East London; – au Canada, étude des universités de Waterloo et Sherbrooke.

L'alternance pour les adultes: On exclut les cycles purement culturels et les formations qui visent à une simple amélioration de la qualification professionnelle. Enquête auprès de quatre établissements choisis selon la finalité et la durée (pas trop brève) des formations qu'ils offrent (deux établissements privés, deux publics, deux à formation continue, deux à formation discontinue). Les enquêtes seront conduites par analyse de documents et entretiens.

508 Avbrudd og nøling blant kvinner som ønsker voksenopplaering. (Adult education: female dropouts and non-beginners.)

NO O 1975-1977

Rørslett, Maj Birgit.

Sup: Ås, Berit.

Inst: Psykolgisk Institutt (Institute of Psychology) Boks 1094, Blindern, N-Oslo 3. University of Oslo, Blindern, N-Oslo 3.

Fin: Ministry of Church and Education.

adult education; dropout; recruitment; motivation; woman; role expectation; role conflict; socio-economic status; social class; social structure; sociology of education; questionnaire; interview; survey

éducation des adultes; abandon d'études; recrutement; motivation; femme; attente de rôle; conflit de rôles; status socio-économique; classe sociale, structure sociale; sociologie de l'éducation; questionnaire; entretien; enquête

There are data showing that many Norwegian women interested in adult education do not take advantage of the facilities available (Equality Council Survey 1969. Akershus survey 1971 'Women's need for adult education'). The aims of this project are

(1) to analyse role conflicts, structural and psychological barriers supposedly existing among women who are potential adult education participants (dropouts and non-beginners);

(2) to contribute to a further development of analyses and theories of women's life situation.

Design and hypothesis: An analytical, exploratory study of a sub-group of women (potential participants in adult education). A variety of variables are used to get information to suggest hypotheses.

Sample: A sample of 30 women (15 non-beginners, 15 dropouts) – a sub-group from a representative sample of adult females established for the purposes of the main project 'Women's Need for Adult Education in the country of Akershus' (1971).

Methods: Questionnaire plus intensive interview; case studies; comparisons with the main sample of relevant variables.

Preliminary results: Work is going on as regards the analysis and interpretation of the data gathered. It seems however that dropouts and non-beginners differ on several social variables. The dropouts (who at least tried to participate) have more formal schooling (vocational and non-vocational) than the non-beginners. They more often live in a 'middle-class', education-motivated context than do the non-beginners, who experience more barriers and more role expectations. Many women are 'over-qualified' for the type of adult education followed.

Publ: Rønslett, Maj Birgit (1974): Voksenopplæring – en 'om-igjen-utdanning' for kvinner? In: *Tidsskrift for voksenopplæring*, 1974:3, pp. 98-102.

Rønslett, Maj Birgit (1974): *Prosjektet 'Behov for videreutdanning blant kvinner i Akershus'. Foreløpig rapport om B-utvalget.* Psykologisk Institutt, Oslo, 29p + app.

509 Bakgrundsfaktorer i invandrargrupper. Projekt inom FAMU. (Background factors in immigrant groups. FAMU project (Research on labour market training project).)

SE C 1972-1975

Tornberg, Reino; Carlsson, Magnus.

Sup: Gustavsson, Bengt; Ahlkvist, Birgitta.

Inst: Pedagogiskt centrum vid Stockholms skolförvaltning, sektionen för yrkesutbildning (Pedagogical Centre at the Stockholm Local School Authority – Occupational Education Section) Fack, S-104 35 Stockholm 23.

Stockholm Local School Authority, Fack, S-104 35 Stockholm 23.

Fin: The National Board of Education.

immigrant; adult education; vocational education; attitude; language barrier

immigrant; éducation des adultes; enseignement professionnel; attitude; barrière des langues

Since the 1930s Sweden has been considered a country with many immigrants. On 31 December, 1973, they totalled 397,452. Many immigrants need vocational education in order to become actively employed members of the Swedish society. All are entitled to two months of free instruction in the Swedish language. There are many immigrants following labour market training courses. In this project, the purpose was to describe a group of immigrants taking vocational courses, particular attention being paid to background and abilities, opinions about the course and adjustment concerning the training.

Sample: 636 immigrants (49 different nationalities) who were attending labour market training courses at seven different centres took part in the investigation.

Methods: Questionnaires, studies of records, teachers' judgements.

Results: There were more men (79%) than women (21%) in the group. Ages varied from 17 to 60 years. Large variations were also found concerning previous schooling. 30% had up to 7 years of elementary school. 22% had gone to school for 10 years or more. About half of the immigrants lacked previous vocational training. Half had had at least 10 years working experience. 52% said that they had not received enough previous information about the course they were attending. Many had difficulties with the Swedish language. 57% felt that they had difficulties understanding the textbooks. However, 62% said that they knew enough Swedish to manage the course. The majority (80%) of the immigrants said that they were satisfied with the course. 46% felt that they would have good chances of getting a job after the course.

Publ: Tornberg, Reino & Carlsson, Magnus. Invandrares synpunkter på sin situation i yrkesutbildning. En beskrivning av en grupp invandrare i arbetsmarknadsutbildning. Pedagogiskt centrum, Stockholm, 1975. Arbetsrapport Y:66. 74 p.

510 Begåvningsmässiga förutsättningar. Projekt inom FAMU. (Intellectual abilities. FAMU project (Research on labour market training project).)

SE O 1968-

Barroll, Anne.

Sup: Gustavsson, Bengt; Ahlkvist, Birgitta.

Inst: Pedagogiskt centrum vid Stockholms skolförvaltning, sektionen för yrkesutbildning (The Section of Occupational Education, The Pedagogical Centre at the Stockholm Local School Authority; Fack, S-104 35 Stockholm 23.

The Stockholm Local School Authority, Fack, S-104 35, Stockholm 23.

Fin: The National Board of Education.

handicapped; immigrant; adult education; vocational education; ability; intelligence test; sex; age

handicapé; immigrant; éducation des adultes; enseignement professionnel; capacité; test d'intelligence; sexe; âge

Many previous investigations have shown that intellectual abilities have a large influence on educational results. Labour market training has many consequences, both for the individual and for society. Therefore, it is important to pay attention to the course participants' abilities where this type of training is concerned, both during the choice of course and when the courses are being planned. The purpose of the project is to describe the course participants' intellectual abilities. These are related to different factors concerning the individual and the educational situation.

Design: Variables chosen for investigation were: age, sex, previous education, choice of occupation, factors relating to previous occupation, handicap if present, teachers judgement, and attitudes towards the course and the chosen occupation.

Sample: Assessments of the course participants' intellectual abilities have been made continuously. In the investigation of which the results are given below 1,973 course participants who were taking labour market training courses at 7 centres in the middle of Sweden took part in the project. About 1,500 had been born in Sweden.

Methods: Tests were chosen to measure the following intellectual abilities: verbal ability, numerical ability, inductive reasoning, spatial ability and perceptual speed. Data was also collected through questionnaires, teachers' judgements and records. The statistical analysis includes several thousand tests of significance.

Results: The overall picture as regards the course participants' intellectual abilities indicates the same trends that may be found concerning Sweden's adult population in general. Higher results on the tests were connected with longer previous education; no differences were found between the sexes; older persons had lower results on the tests, etc. There were no large differences between the test results for Swedes and immigrants who were attending the same type of course. Course participants with higher results on the tests – both Swedes and immigrants – were attending more demanding courses. Both Swedes and immigrants, who had good theoretical and practical results in their studies, according to teachers' judgements, also had higher results on the tests. Course participants with certain psychological handicaps – both Swedes and immigrants – had average or above average results on the tests.

Publ: Gustavsson, Bengt & Barroll, Anne. Normdata för vissa prov och kursdeltagargrupper i arbetsmarknadsutbildning. En testteknisk undersökning. Pedagogiskt centrum, Stockholm, 1975. Arbetsrapport Y:72. 121 p.

511 Berufe in der Erwachsenenbildung – Elemente eines Ausbildungsprogrammes für voll- und teilzeitliche Mitarbeiter in der Erwachsenenbildung. (Professions dans l'éducation des adultes – Eléments d'un programme de formation pour collaborateurs à plein-temps et à temps partiel dans l'éducation des adultes.)

CH C 1972-1975

Amberg, Hans Ulrich; Canziani, Willy; Claude, Armand; Trümpi, Heinrich.

Inst: Schweizerische Vereinigung für Erwachsenenbildung (SVEB), Oerlikonerstrasse 38, Postfach, 8057 Zürich.

Fin: Eigenfinanzierung.

adult education; andragogy; career monograph; curriculum; teacher education; content analysis; evaluation; field research

éducation des adultes; andragogie; monographie de carrière; programme d'études; formation des enseignants; analyse de contenu; évaluation; recherche sur le terrain

Eine Arbeitsgruppe der Schweizerischen Vereinigung für Erwachsenenbildung wurde beauftragt, die Funktions- und Anforderungsanalyse sowie die Ausarbeitung von Ausbildungsplänen für verschiedene Arbeitsfelder in der Erwachsenenbildung zu erstellen. Die Ergebnisse sollen die Grundlage für die Ausarbeitung detaillierter curricularer Einheiten bilden.

Es werden für Mitarbeiter der Erwachsenenbildung folgende neun Arbeitsfelder/Funktionen unterschieden: 1. Leiter einer Institution der Erwachsenenbildung, 2. Andragogischer Mitarbeiter, 3. Sachbearbeiter für Werbung und Public Relations, 4. Leiter des Rechnungswesens, 5. Leiter eines Kurszentrums, 6. Kursleiter, 7. Dozent/Referent, 8. Tagungsleiter, 9. Bildungsberater. Diese Mitarbeiter betreuen einen Bildungsprozess, der folgende Phasen und Aufgaben umfasst: Interessen und Bedürfnisse analysieren – Lernklima schaffen – Strukturen für beidseitiges Planen schaffen – Lernziele formulieren – Lernübungen entwerfen – die materiellen Voraussetzungen bereitstellen – Lern- und Uebungsgelegenheiten schaffen – evaluieren und Folgerungen ziehen. Zu jedem der neun Arbeitsfelder wird nun stichwortartig ein Berufsbild umrissen und mit Beispielen aus der Praxis verdeutlicht; sodann werden Voraussetzungen in Bezug auf Grundausbildung und Persönlichkeitsmerkmale genannt. Den grössten Raum nehmen jeweils die Anforderungsprofile ein, bei denen zwischen leitenden Funktionen, Funktionen im Lehrbereich und Funktionen im administrativen Bereich unterschieden wird.

Der folgende Fächerkatalog scheint notwendig und hinreichend für die Ausbildung zu den verschiedenen Funktionen: 1. Theorie der Erwachsenenbildung 2. Geschichte, Institutionen und Formen der Erwachsenenbildung 3. Grundlagen aus Pädagogik, Psychologie, Soziologie und Medizin 4. Unterrichtspraxis in der Erwachsenenbildung 5. Betriebswirtschaftliche Aspekte 6. Bildungsforschung, Bildungsplanung und Bildungsökonomie 7. Bildungspolitik. In jedem Fach werden zu dessen Teilgebieten Richtziele formuliert, Inhalte stichwortartig aufgezählt und Methoden zur Erreichung der Ziele vorgeschlagen.

Die methodische Anlage umfasst: deskriptive Tätigkeitsanalyse durch Praktiker, die selbst die betreffenden Funktionen ausüben oder als Vorgesetzte überwachen; Evaluation von Erfahrungen von Erwachsenenbildnern mit jahrelanger Praxis.

Publ: Schweizerische Vereinigung für Erwachsenenbildung. *Berufe in der Erwachsenenbildung – Elemente eines Ausbildungsprogramms für voll- und teilzeitliche Mitarbeiter in der Erwachsenenbildung.* Zürich: Schweizerische Vereinigung für Erwachsenenbildung, 1975, 68 p.

512 Détermination des besoins en matière d'éducation permanente à l'Université de Genève.

CH C 1972-1976

Boissard, G.; Glasbrenner, F.; Bonsack, F.; Morel, B.; Dreyfuss-Graf, J.; Cuenod, M.; Mizan, R.M.

Sup: Mottier, André.

Inst: Groupe de travail sur l'Education permanente de l'Association des Universitaires de Genève, 4 rue de Candolle, 1211 Genève 4, Suisse.

life-long education, adult education; teaching method; teacher-pupil relation; recurrent education

éducation permanente; éducation des adultes; méthode pédagogique; relation maître-élève; éducation récurrente

Il s'agit de déterminer, pour l'Université de Genève, les besoins de la population en général en matière d'éducation permanente. 11000 questionnaires ont été distribués en 1975. L'enquête est menée principalement auprès d'universitaires et auprès de diverses associations professionnelles, culturelles ou scientifiques.

Publ: '*Symposium sur l'Education Permanente*', édité par l'Association des Universitaires de Genève et l'Association F. Gonseth, Institut de la Méthode. Parutions: septembre 1973, mai 1974, janvier 1975.

513 Die Institutionalisierung des Zweiten Bildungsweges – Selektion aufgrund klassen- bzw. schichtspezifischer Realitätsmodelle. (L'institutionnalisation de la 'deuxième voie de formation' – Sélection fondée sur des modèles spécifiques aux différentes classes et couches sociales.)

CH C 1973-1975

Clemantide, Bruno.

Sup: Heintz, Peter.

Inst: Soziologisches Institut der Universität Zürich, Zeltweg 63, 8032 Zürich.

Fin: Eigenfinanzierung.

adult education; profession; selection; social origin; socialization; upper secondary; questionnaire; sociology

éducation des adultes; profession; sélection, origine sociale; socialisation; secondaire deuxième cycle; questionnaire; sociologie

Es geht darum, die latente Selektion im Zweiten Bildungsweg zu erklären, die vor dem Kontakt mit diesem wirksam wird. In einer Fragebogenuntersuchung werden Elemente des Realitätsmodells von Absolventen des Zweiten Bildungsweges solchen von Lehrlingen bildungsferner Berufe gegenübergestellt. Dann wird versucht, die unterschiedlichen Realitätsmodelle auf Unterschiede in den verschiedenen Phasen der Prägung solcher Modelle zurückzuführen: Primärsozialisation, Schule, signifikante andere Phase, eigener Beruf, Massenmedien.

Es wurden Fragebogenuntersuchungen bei insgesamt 104 Lehrlingen im letzten Lehrjahr (Schneiderinnen, Maschinenschlosser) sowie 272 Schülern der Kantonalen Maturitätsschule Zürich (Absolventen des Zweiten Bildungsweges) durchgeführt.

Die Absolventen des Zweiten Bildungsweges haben eher ein reflexives Realitätsmodell (strukturierte Globalgesellschaft, gesellschaftlich bedingte Begabung, etc.), die Lehrlinge der bildungsfernen Berufe ein solches, das bürgerlicher Ideologie entspricht (einheitliche Strukturierung der Globalgesellschaft, genetisch bedingte Begabung, etc.). Die Determinanten dieser Differenzen sind in den verschiedenen Prägungsstufen des Realitätsmodells zu suchen: Primärsozialisation, Schule, signifikante andere Phase, eigener Beruf, Massenmedien.

514 Die Stellung der Berufsschule im dualen Ausbildungssystem. (The position of the compulsory vocational school in the dual system of education.)

AT O 1975-

Schermaier, Josef.

Inst: Berufspädagogisches Institut des Bundes in Linz, A-4020 Linz, Fernhumerstrasse 28.

Fin: Bundesministerium für Unterricht und Kunst.

apprenticeship; apprentice; vocational training; vocational school; in-service training; curriculum subject; time table; enterprise; interplant training; youth attitude

apprentissage professionnel; apprenti; formation professionnelle; école professionnelle; formation en cours d'emploi; matière d'enseignement; emploi du temps; entreprise, formation interfirmes; attitude de la jeunesse

The aim of this study is an analysis of the functions and tasks of on-the job training on the one hand and of the compulsory vocational school on the other (time-tables, subjects) in the dual system of education. Particular attention is paid to the time devoted to each of the educational components and to their set-up. Finally, investigations are carried out on the attitudes of apprentices towards their vocational training and the compulsory vocational schools.

The study covers 2,000 apprentices in their third year of apprenticeship in the 10 most frequented apprenticed trades in Upper Austria (random sample) as well as all instructors and compulsory vocational school teachers of the selected trade training groups.

An investigation by means of questionnaires (interviews) is the basis for a descriptive presentation and subsequent analysis.

515 Ek. assistent-och informationsverksamhet för invandrare på AMU-center. Projekt inom FAMU. (Assistant and information activity concerning immigrants at labour market training centres. FAMU project (Research on labour market training project).)

SE C 1974-1975

Tornberg, Reino; Blom, Lena; Carlsson, Magnus.

Sup: Gustavsson, Bengt; Ahlkvist, Birgitta.

Inst: Pedagogiskt centrum vid Stockholms skilfor-altning, sektionen for yrkesutbildning (The Section of Occupational Education, The Pedagogical Centre at the Stockholm Local School Authority) Fack, S-104 35 Stockholm 23.

The Stockholm Local School Authority, Fack, S-104 35 Stockholm 23.

Fin: The National Board of Education.

immigrant; adult education; vocational education; guidance officer; social environment; information

immigrant; éducation des adultes; enseignement professionnel; orienteur; milieu social; information

Labour market training means that large adjustments have to be made by many individuals. This is especially the case of immigrants, who often come from countries with different cultures and educational systems. One way of tackling these problems, in addition to language lessons, is to give immigrants support and help with practical, economic, social and psychological problems that can arise. In the case of labour market training, special assistants give such help to all course participants. The purpose of the investigation is to describe these assistants and to make a survey of the experiences encountered by the FAMU group in the course of its work.

Sample: 50 assistants, who work with immigrants and other course participants, at various labour market training centres.

Methods: Questionnaires with structured answers were used in the investigation.

Results: Most of the assistants (70%) had worked at employment agencies before taking up their jobs as social workers with course participants. Only a few worked full-time on immigrant matters, but a third felt that these matters warranted full-time jobs. Many pointed out that there was not enough time to meet the immigrants' needs for information and help. Guidance work and information were the most usual services given to the immigrants. Many assistants also helped the immigrants to get jobs. Almost two thirds of the assistants needed interpreters during their daily work, but a third of them could not get such help. The assistants (70%) felt that there was a lack of printed information in the immigrants' own languages, and that they had not received enough information before the course. They suggested that immigrants should receive a better introduction to labour market training courses, for example, through a special course, 'Vocational life and education' ('Arbetsliv och utbildning'), which could help them to choose appropriate courses and vocations.

Publ: Tornberg, Reino; Blom, Lena & Carlsson, Magnus. Om studiesociala problem hos invandrare i arbetsmarknadsutbildning. Elevassistenters erfarenheter av sitt arbete med invandrade kursdeltagare. Pedagogiskt centrum, Stockholm, 1975. Arbetsrapport Y:82. 55 p.

516 Entwicklungstendenzen der Bildung Erwachsener in der Schweiz. (Tendances évolutives de l'éducation des adultes en Suisse.)

CH C 1974-1975

König, Judith; Egger, Ueli.

Inst: Hochschule Aargau für Bildungswissenschaften, Vorbereitungsstufe, Entfelderstrasse 61, 5000 Aarau.

Fin: Eigenfinanzierung.

adult education; aims of education; andragogy; general education; personality development; reform of education; vocational training; comparative analysis; case study

éducation des adultes; finalité de l'éducation; andragogie; enseignement général; développement de la personnalité; réforme de l'enseignement; formation professionnelle; analyse comparative; étude de cas

Nach einer einleitenden, knappen Standortbestimmung der Weiterbildung in der Schweiz werden am Beispiel von acht Organisationen und Institutionen der allgemeinen und beruflichen Erwachsenenbildung Veränderungen und gezielte Neuerungen und Neuerungsversuche in den letzten zehn Jahren aufgezeigt. Dies geschieht durch Dokumentationsanalyse und Interviews mit leitenden Personen der betreffenden Organisationen. Die in den einzelnen Fallbeispielen herausgearbeiteten Tendenzen betreffen Ziele, Inhalte und Methoden sowie Strukturen der Organisation. Sie werden in einem abschliessenden Vergleich aller betrachteten Organisationen zusammenfassend kommentiert und münden in prospektive Ueberlegung zur Bildung Erwachsener in der Schweiz.

Die Studie ist als vorwiegend beschreibender Beitrag zur Entwicklung der beruflichen und allgemeinen Erwachsenenbildung gedacht.

Publ: König, Judith. Entwicklungstendenzen der Bildung Erwachsener in der Schweiz. In: *Aargauer Beiträge zur Bildungsforschung*. Aarau und Frankfurt am Main, 1976, pp. 37-56.

517 Estudio de las escuelas universitarias de ingeniería tecnica. (Study of the university schools of technical engineering.)

ES O 1976-

Casanelles Rahola, Eusebio; Llaverias, Juan; Puig Rovira, Jose.

Inst: Instituto de Ciencias de la Educacion de la Universidad Politecnica de Barcelona (Institute of Educational Sciences) Avda. Generalisimo Franco 647, Barcelona.

Instituto Nacional de Ciencias de la Educacion, Ciudad Universitaria, Madrid-3.

Fin: Instituto Nacional de Ciencias de la Educacion.

technical education; engineering; curriculum; teaching programme; teacher; student; training centre; survey

enseignement technique; ingéniérie; programme d'études; programme d'enseignement; enseignant; étudiant; centre de formation; enquête

The present situation in the university schools (colleges of higher education level) is particularly critical in the following respects: (1) an alarming fall in the number of students registering; (2) a confused situation resulting from the application of the provisions of the Education Act and the appearance of students having passed the examinations of the first stage of higher education; (3) internal problems in the schools (study plans, curricula, means, teaching staff).

This study attempts to investigate the present situation and the different alternatives for the future with the aim of furnishing the university with valid criteria for future decisions.

The study covers all teachers and students in the eleven technical schools at Catalonia. Working sessions will be organized with teachers at the schools. Study plans in foreign schools of the same type will be studied.

518 Evaluering av kurs for ledere av mindre bedrifter. (Evaluating a course for managers of small businesses.)

NO O 1974-1976

Busch, Tor.

Sup: Kile, Svein M..

Inst: Oppland Distriktshøgskole (Oppland Regional College) Postboks 193, N-2601 Lillehammer.

Fin: Norwegian Council for Management Development.

vocational education; management education; business management; course programme; evaluation; transfer of learning; group work; group learning; project method; teaching model; industrial extension; follow-up study; interview; questionnaire

enseignement professionnel; formation à la gestion; gestion des entreprises; programme de cours; évaluation; transfert pédagogique; travail par équipe; pédagogie de groupe; travail sur projet; modèle didactique; vulgarisation industrielle; étude longitudinale; entretien; questionnaire

Background and aims: (1) to describe an actual course especially aimed at managers of small businesses. (2) To investigate and analyse the consequences of the course with special emphasis on the extent to which the theory presented is

actually used. (3) To evaluate the relation between structure/content and the consequences of the course.

Design: Evaluation of results based on participants' reactions through surveys. Variables: practical utility, motivation for utilization, desire for a fuller study of subjects, etc.

Evaluation of results based on actual utilization of new knowledge: participants' own statements concerning utilization 5 and 10 months after participation. This is combined with a simple pre-test/post-test design.

Sample and methods: Questionnaires after each session of the course. Interviewing participants before and after course. Participating observation during course.

Preliminary results: Utilization depends on educational form (structure). Group work based on personal experience as a point of departure has a positive effect on transfer of knowledge. Subjects covering management, economics, techniques and methods were the most motivating and beneficial to the participants. New knowledge from these subjects is most often applied in the solution of practical problems after course completion.

519 Fordonsmekanikerutbildningen – en individualiserad utbildningsform. Projekt inom FAMU. (Vocational education in motor engineering – an individualized form of education. FAMU project (Research on labour market training project).)

SE O 1975-1976

Klockare, Barbara.

Sup: Gustavsson, Bengt; Ahlkvist, Birgitta.

Inst: Pedagogiskt centrum vid Stockholms skolförvaltning, sektionen för yrkesutbildning (The Section of Occupational Education, The Pedagogical Centre at the Stockholm Local School Authority) Fack, S-104 35 Stockholm 23.

The Stockholm Local School Authority, Fack, S-104 35 Stockholm 23.

Fin: The National Board of Education.

adult education; vocational education; curriculum; mechanical engineering; individualized teaching; self-instruction; teaching aids; planning of education

éducation des adultes; enseignement professionnel; programme d'études; construction mécanique; enseignement individualisé; autoenseignement; moyens d'enseignement; planification de l'éducation

In labour market training, course participants are continuously being accepted for courses. Their backgrounds are very different. This means that great demands are made on the possibilities of using individualized instruction. The method that is chosen for a particular course in order to achieve the educational goals for that course naturally varies. One type of vocational education, where special efforts are being made to supply the need for suitable teaching aids and methods, is vocational education in motor engineering. Experimental activity is taking place at eight labour market training centres concerning the curriculum and the educational plans for this course. This activity is going to be evaluated before the curriculum is definitely accepted and used at other centres. The National Board of Education and the Labour Market Administration have asked the FAMU group to make a survey of the course participants' attitudes to the vocational education for car mechanics. This investigation is also to be seen as a preliminary study which will be the basis for a comparison later on between the old and the new courses.

Sample: The investigation will include course participants who are taking the first stage of the old course for car mechanics offered as labour market training.

Methods: The data collection will be by means of a questionnaire. The work group that plans vocational education as regards motor engineering gave advice during the construction of this questionnaire. The following areas are surveyed: (1) The course participants' backgrounds and attitudes towards the course. (2) Attitudes towards the information that the course participants have received before and during the course. (3) Attitudes towards teaching methods, teaching aids and work programmes, the practical and theoretical parts of the course, the study places' influence upon the contact between teachers and course participants, and the usefulness of the various subjects. (4) Attitudes towards the different tests that are used.

Results: This investigation is expected to give a description of the current method of instruction and its adjustment to the course participants, according to the participants themselves. It is also supposed to give information that may be used during an evaluation of the old and new curricula.

520 La formacion profesional en el distrito Universitario de Extremadura. (Vocational training in the Extremadura University district.)

ES C 1975-1976

Blazquez Entonado, Florentino; Maya Gallardo, David; Prieto Vazquez, José; Redondo Rodriguez, Francisca.

Inst: Instituto de Ciencias de la Educacion de la Universidad de Extremadura (Institute of Educational Sciences) Carretera de Portugal s/. Badajoz.

Instituto Nacional de Ciencias de la Educacion, Ciudad Universitaria, Madrid-3.

Fin: Instituto Nacional de Ciencias de la Educacion.

vocational training; planning of education; employment; regional planning; social structure; manpower; statistical analysis; training centre; survey; Spain

formation professionnelle; planification de l'éducation; emploi; planification régionale; structure sociale; main d'oeuvre; analyse statistique; centre de formation; enquête; Espagne

With the introduction of vocational training in Extremadura there was an urgent need to find out the real possibilities of the region for converting unskilled workers into skilled. The aim of the project is to find out the situation in vocational training studies as regards specialization, teaching staff, pupils and the location of training centres, and, with the resulting information, to plan the distribution of training centres and specializations in accordance with the socio-economic characteristics of the region.

Methods: A survey in the 48 training centres of the teaching staff, material resources and functions. A survey of a pupil sample in the final year of primary school as to their vocational interests. A survey of all former pupils as to their work and its relation to the training they received. A socio-economic study of the region.

Main results: An inadequate geographical distribution of training centres; branches and specializations have not been developed in accordance with the needs of the surrounding area; a moderately progressive tendency in registration of students; a low average level of teaching staff; a very depressed socio-economic structure; a negative mental approach to vocational training on the part of society in general and primary school pupils in particular. Lines have been laid down for the planning of training centres according to the characteristics of the region and the area.

521 Forskning om arbetsmarknadsutbildning i företag. Projekt inom FAMU. (Research on labour market training in companies. FAMU project (Research on labour market training project).)

SE O 1975-

Carlsson, Magnus; Dandenell, Anna; Hansson, Rolf; Lagerdahl, Bjorn.

Sup: Gustavsson, Bengt; Ahlkvist, Birgitta.

Inst: Pedagogiskt centrum vid Stockholms skolförvaltning, sektionen för yrkesutbildning (The Section of Occupational Education, The Pedagogical Centre at the Stockholm Local School Authority) Fack, S-104 35 Stockholm 23.

The Stockholm Local School Authority, Fack, S-104-35 Stockholm 23.

Fin: The National Board of Education and the Commission on Education in Companies.

adult education; vocational education; industrial education; industrial training; labour market; occupational mobility; grant

éducation des adultes; enseignement professionnel; enseignement industriel; formation industrielle; marché du travail; allocation financière

Labour market training is occupational training or theoretical preparatory courses for adults. Its main purpose is to increase employment in Sweden, for example by making it easier for the unemployed or handicapped to get jobs in new fields and by increasing the supply of skilled workers in sectors where there is a lack of such workers. An important part of the training now takes place in various companies, to which the Labour Market Administration gives special supporting grants. The purpose of the research project is to evaluate the different forms of labour market training in companies in order to find out how well they fulfil the stated objectives for this type of training. The results can then be used as a basis for giving priority to certain measures where labour market training is concerned.

Sample: In a preliminary study, interviews were held with the administrative staff at three county employment agencies and with employees at the educational office of the Labour Market Administration in order to survey possible problems. Data was then collected from 65 individuals (manufacturers, supervisors, teachers and course participants). Several studies concerning different aspects of the courses offered in companies will take place in the future. Among other aspects, some of the special forms of grants will be investigated. Different categories of individuals in the companies will be included in the studies.

Methods: The collection of data in the preliminary studies is taking place primarily through the use of interviews, questionnaires and records.

Results: The results, which have concerned many different types of labour market training in companies, are all so far from the preliminary study. It was sometimes difficult for the companies to find out about rules and administrative procedures. On the whole, people were satisfied with the labour market training and felt that the stated goals had been achieved. However, some felt that the training concentrated too much on the company's production. Many said that the grants had only a very slight influence upon the company. It was difficult to decide how much the grants contributed to increased and steady employment. On the whole, though, there were positive feelings both about the grants and about the future jobs, which the course participants were being trained for.

Publ: Gustavsson, Bengt; Dandenell, Anna; Jensfelt, Marianne & Lagerdahl, Bjorn. En pilot-studie om arbetsmarknadsutbildning i företag. Pedagogiskt centrum, Stockholm; 1976. Arbetsrapport Y:87. 82 p.

522 Handbuch der Berufs- und Anforderungsanalyse. (Manuel d'analyse des professions et des qualifications requises.)

CH C 1970-1975

Bürgi, Andreas.

Inst: Schweizerischer Verband für Berufsberatung, Eidmattstrasse 51, 8032 Zürich.

Fin: Eigenfinanzierung.

job classification; occupational research; vocational education, vocational guidance; vocational training; comparative analysis; evaluation

classification des emplois; recherche relative aux professions; enseignement professionnel; orientation professionnelle; formation professionnelle; analyse comparative; évaluation

Das Projekt befasst sich im ersten Teil mit der Darstellung und Diffusion der Berufsanalyse als Methode berufskundlicher Informationsgewinnung und im zweiten Teil mit der Problematik der Anforderungsanalyse. Es wird ein Vorschlag für ein berufsbezogenes Anforderungsanalysensystem gemacht.

In erster Linie geht es um die Methoden, durch welche Berufe als solche, d.h. Berufsinhalte und Berufsanforderungen zu untersuchen sind.

Die Methodik spezieller berufskundlicher Studien wird seit langem als Berufsanalyse bezeichnet (vgl. Günzel und Hauschild, 1929). Auch der Begriff der Anforderungsanalyse als Bezeichnung für die Untersuchung beruflicher Anforderungen ist allgemein gebräuchlich und geläufig. Die Bedeutung der Berufsanalyse für eine berufsberaterische Berufskunde (Molle, 1975) war Ausgangspunkt der Ueberlegungen zu diesem Thema.

Publ: Bürgi, Andreas. Berufsforschung aus der Sicht der Berufsberatung. In: *Berufsberatung und Berufsbildung*, 1975, 5/6. pp. 143-158

Bürgi, Andreas. *Die Analyse von Berufen und Berufsanforderungen, unter besonderer Berücksichtigung der Bedürfnisse der Berufsberatung*. Stuttgart: Verlag W. Kohlkammer, 1975.

523 Historische Entwicklungen und gegenwärtige Aspekte des berufsbildenden Unterrichts (unter besonderer Berücksichtigung Osterreichs). (Historical development and present aspects of vocational instruction (with special emphasis on Austria).)

AT O 1974-

Schermaier, Josef.

Inst: Institut für Pädagogik, A-5020 Salzburg, Franziskanergasse 1. Universität Salzburg.

vocational training; in-service training; apprenticeship; apprentice; history of education; society; politics; technology
formation professionnelle; formation en cours d'emploi; apprentissage professionnel; apprenti; histoire de l'éducation; société; politique; technologie

The aim of this project is the presentation of typical connections between intellectual, social and economic development on the one hand and the development of vocational instruction on the other, from the 18th century up to our time (longitudinal investigation).

Analyses and interpretations of historical and contemporary sources are undertaken.

524 Information rörande forskning om arbetsmarknadsutbildning. Projekt inom FAMU. (Information about research on labour market training. FAMU project (Research on labour market training project).)

SE O 1973-

Barroll, Anne; Hellstadius, Jan.

Sup: Gustavsson, Bengt; Ahlkvist, Birgitta.

Inst: Pedagogiskt centrum vid Stockholms skolförvaltning, sektionen för yrkesutbildning (The Section of Occupational Education, The Pedagogical Centre at the Stockholm Local School Authority) Fack, S-104 35 Stockholm 23.

The Stockholm Local School Authority, Fack, S-104 35 Stockholm 23.

Fin: The National Board of Education.

adult education; vocational education; information; educational information; documentation; information service; classification; information dissemination
education des adultes; enseignement professionnel; information; information pédagogique; documentation; service d'information; classification; diffusion de l'information

A natural result of all of the projects carried out by the group for research on labour market training is the accumulation of a relatively large amount of data. As this is practical field research, it is necessary to have a quick feed-back to those who have initiated the research or who are interested for other reasons. Thus continuous communication of information concerning the research results is considered to be of prime importance. However, problems concerning the production and transmission of information are many and varied.

The purpose of this project is to develop on a continuous basis a collection of knowledge and methods concerning vocational education through systemization of the experience gained during the research. Simple and summarized information is also to be given concerning projects, that are in progress or have been concluded, to teachers, educational administrative personnel and others. Through the increased flow of information, it is easier to reach persons, whose main task is to make labour market training in Sweden better.

Sample: Information activities have usually concerned the National Board of Education, the Labour Market Board, county employment boards, members of educational boards, labour market training centres, the unions, companies, research institutions, libraries, periodicals and other interested parties.

Methods: The collecting and producing of information is carried out by means of traditional methods. The information is also prepared for data processing. At the present time, there is no extensive collection of information about vocational education in Sweden. This is thus the beginning of such a collection. Distribution of information is done continuously, for example, at meetings concerned with the research, through production of overhead transparencies, exhibitions, written reports, catalogues, the information paper FYR (Research on vocational education), etc.

Results: So far, some 30 experimental issues of FYR have been produced. They usually take up special areas of vocational education, such as goal-oriented tests, the working environment, or aspects concerning different course participant sub-groups. About 4,000 copies of each FYR are distributed. The research group has at the present time produced some 1,300 overhead transparencies, which have all been used as a means of distributing information. The large number of transparencies has made it necessary to start in 1975/76 a systematic thesaurus, in order to facilitate quick access. Another example of the information activities is the participation of the research group in many instances of further education for teachers. During 1975/76, about 350 teachers or educational administrators were involved.

Publ: Ahlkvist, Birgitta: Arbetslös och åtgärdad. Konsekvenser av friställning och 'Arbetsliv och utbildning' – en studie – och yrkesvägledningskurs. Pedagogiskt centrum, Stockholm, 1975. Arbetsrapport Y:50. 323 p.

En FYR om FYR. Handlingsprogram, sakregister och förteckning över de hittills utkomna numren av informationsbladet FYR. Pedagogiskt centrum, Stockholm, 1975. FYR nr 22. 4 p.

Ahlkvist, Birgitta; Barroll, Anne; Jensfelt, Marianne: Att skriva arbetsrapport. Pedagogiskt centrum, Stockholm (Internal information series) 146 p.

525 Invandrare på kursen 'Arbetsliv och utbildning'. Projekt inom FAMU. (Immigrants in the course 'Vocational life and education'. FAMU project (Research on labour market training project).)

SE O 1971-

Tornberg, Reino.

Sup: Gustavsson, Bengt; Ahlkvist, Birgitta.

Inst: Pedagogiskt centrum vid Stockholms skolförvaltning, sektionen för yrkesutbildning (The Section of Occupational Education, The Pedagogical Centre at the Stockholm Local School Authority) Fack, S-104 35, Stockholm 23.

The Stockholm Local School Authority, Fack, S-104 35 Stockholm 23.

Fin: The National Board of Education.

immigrant; adult education; vocational education; evaluation; vocational guidance; educational guidance; educational information
immigrant; éducation des adultes; enseignement professionnel; évaluation; orientation professionnelle; orientation pédagogique; information pédagogique

Since 1971, a special orientation course, 'Vocational life and education' (ALU), has been offered within the Swedish labour market training system. Its purpose is to make it easier for the course participants to choose vocational training and a future occupation. The course consists of 4 weeks of theoretical and practical guidance concerning the choice of a vocation and the appropriate education for it. Since 1971, the group for research on labour market training (the FAMU group) has carried out investigations into this course. The course participants' backgrounds and attitudes towards the information and the course itself have been studied. In addition, follow-up studies have taken place concerning the course's short- and long-term effects one and three years afterwards. The results showed that the effects were good where solving the course participants' vocational choices was concerned.

Because the immigrants often lack an adequate knowledge of the Swedish language, special courses in 'Vocational life and education' lasting either 4 or 10-12 weeks have been introduced for their sake. The purpose of the research project is to find out how the two courses for immigrants have functioned as far as the course participants are concerned, and to compare the effects of the two courses concerning choices of vocations and labour market training courses.

Sample: The investigation includes 111 immigrants from the 4-week ALU course and 84 immigrants from the 10/12-week ALU course.

Methods: The collection of data has taken place through structured interviews.

Results: Among the findings so far are the following. More women were taking the longer course (71% for the longer course, 47% for the shorter one). 72% of the course participants were under 30 years of age. Slightly more than half (53%) of the course participants had been in Sweden at least a year. 62% had gone to school for 10 years or longer. 56% of the course participants had had some kind of previous job in Sweden before the course. A large number (78%) of the course participants were satisfied with the theoretical part of both courses. A third of the participants who were taking the longer version of the course felt that the practical part should be longer compared with 46% of those taking the short version of the course. After the course, 71% of the participants were going to continue with some type of further education (labour market training usually), 18% were going to start working, and 11% were undecided at the time of the interview.

Publ: Kursen 'Arbetsliv och utbildning': en undersökning om kursuppläggning, deltagare, åsikter och åtgärder. Pedagogiskt centrum, Stockholm, 1972. FYR no 2. 4 p.

Förbättrad studie- och yrkesorientering för vuxna. Uppföljning av sysselsättning efter kursen 'Arbetsliv och utbildning'. Pedagogiskt centrum, Stockholm, 1973. FYR no 10. 4 p.

Studie-och yrkesorienteringskurs för vuxna invandrare. En inledande studie om kursen 'Arbetsliv och utbildning för invandrare' i Stockholm. Pedagogiskt centrum, Stockholm, 1975. FYR no 24. 4 p.

Ahlkvist, Birgitta. Arbetslös och åtgärdad. Konsekvenser av friställning och 'Arbetsliv och utbildning' – en studie – och yrkesvägledningskurs. Pedagogiskt centrum, Stockholm, 1975. Arbetsrapport Y:50. 235 p.

Törnberg, Reino et al. Kursen Arbetsliv och utbildning för invandrare. En jämförande studie av två olika kurstyper. Pedagogiskt centrum, Stockholm, 1976. Arbetsrapport Y:95. 105 p.

526 Investigacion sobre las motivaciones de estudios profesionales al final de los estudios medios y la estructura del empleo en la region Astur-Leonesa. (Research into motivation in respect of vocational studies at the end of secondary studies and the structure of employment in the Asturias-Leon region.)

ES C 1975-1976

Blasco Sanchez, Baldomero; Gutierrez, Julia.

Sup: Domingo, Engracia.

Inst: Instituto de Ciencias de la Educacion de la Universidad de Oviedo (Institute of Educational Sciences) Calle Quintana 32 y 34, Oviedo.

Instituto Nacional de Ciencias de la Educacion, Ciudad Universitaria, Madrid-3.

Fin: Instituto Nacional de Ciencias de la Educacion.

vocational training; occupational choice; motivation; occupational aspiration; employment; profession; social structure; socio-economic status; survey
formation professionnelle; choix d'une profession; motivation; aspirations professionnelles; emploi; profession; structure sociale; status socio-economique; enquête

The aims of the project were to discover the motivation resulting from second stage vocational training in students in secondary school and from first stage vocational training, and to ascertain the structure of employment in the Asturias-Leon region and compare the students' inclinations with the needs of enterprises.

The work was based on four surveys: one on enterprises, two on vocational training schools, and one on vocational training motivation, applied to a representative sample of students in secondary school and first stage vocational training school. The first three surveys have served to ascertain the employment structure in the Asturias-Leon region, and the fourth supplied data for the experimental study on motivation in vocational training. The data were analysed in relation to the structure and dynamics of the total population/school population in Oviedo and Leon in vocational training, and the manpower and manpower need in both provinces.

The following conclusions were particularly important: the significant differences between those who chose vocational training and those choosing higher education; the close relationship between motivational differences and structural factors (socio-economic status, place of residence..). A relevant fact was the existence of pseudomotivation (fantasies on choosing careers). Those that took the 'vocational training option' had poor self-perception, a low level of aspiration and expectation, a need for security with short-term considerations uppermost, in contrast with those that took the 'higher education option'.

527 Kommunale Eltern- und Familienbildung. (Education and counselling of parents and families in cities and villages.)

DE C 1974-1976

Lange, Elmar.

Inst: Universitaet Bielefeld, Fakultaet für Soziologie, 48 Bielefeld, Kurt-Schumacher-Str. 6,.

parent education; adult education; guidance; family life
éducation des parents; éducation des adultes; orientation; vie familiale

Die Untersuchung beinhaltet eine Bestandsaufnahme bisheriger kommunaler Eltern- und Familienbildung am Beispiel der Stadt Bielefeld. Zentrale Fragen sind: Wer führt mit welchen Personen, welchen Programmen, welchen didaktischen Hilfsmitteln bei welchen Adressaten welche Massnahmen der Eltern- und

Familienbildung durch? Wie erfolgt die Koordination, Kooperation, Verwaltung und Finanzierung?

Systemtheoretischer Ansatz, auf Familien bezogen. 48 Interviews: alle Erstverwalter von Elternbildung in Bielefeld.

Ergebnisse: Die Zielsetzungen der verschiedenen Träger von Eltern- und Familienbildung sind zu abstrakt und nur schwer in praktizierbare Programme umsetzbar. Die Bildungsangebote sind zu wenig systematisiert, aufeinander und auf die Bedürfnisse der Familien bezogen. Das Bildungspersonal ist meist unzureichend qualifiziert. Die bisherigen Einrichtungen sind typische Mittelschichteinrichtungen, die Arbeiter kaum erreichen.

Publ: Lange, Elmar. *Materialien zur Situation der Eltern- und Familienbildung in Bielefeld. MS.* Bielefeld, 1975.

528 Kontors- och sekreterarkurs för långtidsutbildade. Projekt inom FAMU. (Clerical and secretarial course for university students. FAMU project (Research on labour market training project).)

SE O 1974-

Jensfelt, Marianne; Larsson, Folke.

Sup: Gustavsson, Bengt; Ahlkvist, Birgitta.

Inst: Pedagogiskt centrum vid Stockholms skolförvaltning, sektionen för yrkesutbildning (The Section of Occupational Education, the Pedagogical Centre at the Stockholm Local School Authority) Fack, S-104 35, Stockholm 23.
The Stockholm Local School Authority, Fack, S-104 35 Stockholm 23.

Fin: The National Board of Education.

university; adult education; vocational education; evaluation; follow-up study; clerical personnel; graduate; occupational satisfaction; occupational aspiration; unemployment; vocational retraining; occupational mobility

université; éducation des adultes; enseignement professionnel; évaluation; étude longitudinale; personnel de bureau; étudiant diplômé; satisfaction professionnelle; aspirations professionnelles; chômage; reconversion professionnelle; mobilité professionnelle

Various measures are being used in Sweden in order to try to alleviate unemployed university students' situation on the labour market. One example is a clerical and secretarial course for university students that is offered within the labour market training system. The course, which in its present form lasts for 20 weeks, is rather new. Therefore evaluation of the course is especially important. The course participants themselves have been very interested in having an evaluation of this course made. The purpose of the project is to show how the course participants feel about the training and which changes seem to be most pertinent. It is also important to find out whether the training is adjusted to the demands of the labour market. Thus follow-up studies are a natural part of the project.

Sample: All 88 course participants, who finished the course at five different labour market training centres at the beginning of 1975, took part in the investigation.

Methods: The collection of data has been conducted in two stages. The first was during the course itself, by means of questionnaires and the studying of records. The second collection of data was by means of a mailed questionnaire that reached the former course participants about a year after completion of the course. Questions were then asked about the following: employment status, adjustment to work, evaluation of the course, and, to a certain extent, income status. There was an 87% response rate to the follow-up.

Results: Results from the first collection of data concern the course participants' background and their attitudes to the course while attending it. The majority (90%) of the course participants were women (average age 27 years). Most had studied at university combinations of language subjects and other subjects pertaining to the humanities, social sciences or behavioural sciences. They were often dissatisfied with the information that they had received before the course. Often they had chosen the course, because they thought that they would have better chances of getting a job in their original field. However, towards the end of the course, most thought that they (at least initially) would have to take jobs that entailed routine office work. Few felt that their chances of getting jobs were good – but most felt that the course had increased the possibilities of this. At the follow-up stage, the course participants still wanted practical experience, guidance about working life and educational visits to be included in the course. They felt that typewriting was the most useful subject, and that automatic data processing and industrial economics were the least useful. 82% had obtained jobs on the labour market. 4% had relief work; 6% were studying; 4% were taking care of their homes and 1% were unemployed. The majority of those who were working had some type of clerical job. Two thirds said that they wanted to change their jobs. The most usual reasons for this were 'unqualified work' (59%), 'uninteresting work' (37%) and 'the salary' (32%).

Publ: Kontors- och sekreterarkurs för långtidsutbildade. En undersökning av deltagarnas attityder till utbildningen. Pedagogiskt centrum, Stockholm, 1976. FYR no 32. 4p.

529 Kvinnor i arbetsmarknadsutbildning. Project inom FAMU. (Women in labour market training. FAMU project (Research on labour market training project).)

SE O 1967-

Dahlberg, Gudrun; Harland, Kajsa-Lena.

Sup: Gustavsson, Bengt; Ahlkvist, Birgitta.

Inst: Pedagogiskt centrum vid Stockholms skolförvaltning, sektionen för yrkesutbildning (The Section of Occupational Education, The Pedagogical Centre at the Stockholm Local School Authority) Fack, S-104 35, Stockholm 23.
The Stockholm Local School Authority, Fack, S-104 35 Stockholm 23.

Fin: The National Board of Education.

adult education; vocational education; occupational choice; evaluation; sex; woman; women's employment; follow-up study

éducation des adultes; enseignement professionnel; choix d'une profession; évaluation; sexe; femme; emploi des femmes; étude longitudinale

Many women who seek work on the Swedish labour market have difficulties finding work. Among the main reasons for this are that they often lack previous working experience and vocational training. For these women, labour market training may be a way to get a job. The FAMU group (research on labour market training group) has previously carried out a series of preliminary studies on women who have taken clerical training – typical 'female training'. The purpose of the investigation of which the results are given below – a continuation of the project – was to find out about female course participants' backgrounds, choice of course and situation after the course. Comparisons were made with male course participants. Certain sub-groups were also analyzed, for example former housewives, older women, and women who chose typical 'male training'.

Sample: All who attended the National Board of Education's courses within the labour market training system during the second half of 1972 were included (20,412 persons). 9,533 (47%) were women. Both those attending vocational and those attending non-vocational courses were included.

Methods: The investigation consists of a study of the records kept by the National Labour Market Board. Since 1969, such records are kept. They contain background information about each person, choice of course, reason for leaving the course, situation three months after the course, etc.

Results: The women course participants were somewhat older than the men. Fewer of the women than the men (18%/35%) were attending labour market training because of a handicap. More men than women (21%/13%) had previous vocational training. Women and men were attending different types of courses: 48% of the women were taking vocational training, compared with 65% of the men. 20% of the women were attending accounting and clerical courses as against 1% of the men. More men than women had dropped out of the courses (14%/25%). Three months after the course, the same percentage of women and men had obtained a job (29%/30%). 44% of the women who had attended vocational courses had obtained jobs, compared with 39% of the men. It was more usual for women not to be able to get a job because of lack of work than the men. Concerning sub-groups, the number of women who had been able to get a job varied considerably. Thus housewives and women with higher previous schooling had obtained jobs more readily than the others. Women who were attending labour market training courses and foreigners had obtained slightly fewer jobs than those in the other sub-groups.

Publ: Gustavsson, Bengt & Dahlberg, Gudrun. Registerstudie av kvinnor i arbetsmarknadsutbildning. Kvinnliga kursdeltagares bakgrund, kursinriktning och utbildningsresultat. Pedagogiskt centrum, Stockholm, 1975. Arbetsrapport Y:64. 106 p.

Harland, Kajsa-Lena. Inledande studier om kvinnor i arbetsmarknadsutbildning. Del I: Allmän undersökningsplan och litteraturstudie. Pedagogiskt centrum. Stockholm, 1975. Arbetsrapport Y:55. 102 p.

Harland, Kajsa-Lena. Inledande studier om kvinnor i arbetsmarknadsutbildning. Del II: En explorativ fältstudie vid kontorskurser i Stockholm. Pedagogiskt centrum, Stockholm, 1975. Arbetsrapport Y:56. 210 p.

Harland, Kajsa-Lena. Inledande studier om kvinnor i arbetsmarknadsutbildning. Del III: Uppföljningsstudier, fortsatt arbete och förslag till åtgärder. Pedagogiskt centrum, Stockholm, 1975. Arbetsrapport Y:57. 101 p.

Harland, Kajsa-Lena. Inledande studier om kvinnor i arbetsmarknadsutbildning. Del IV: Tabellbilagor, Pedagogiskt centrum, Stockholm, 1975. Arbetsrapport Y:58.

530 Opplaeringsfunksjoner i industrien. (Training and development functions in the main parts of Norwegian industry.)

NO O 1974-1976

Haugen, Per E.

Sup: Norheim, Brynjulf; Dale, Erling.

Inst: Statens Teknologiske Institutt (National Institute of Technology) Boks 8116, Oslo Dep. N-Oslo 1.

Fin: Royal Norwegian Council for Scientific and Industrial Research.

vocational training; industrial education; industrial training; in-service training; training; trainer; teacher education; questionnaire

formation professionnelle; enseignement industriel; formation industrielle; formation en cours d'emploi; formation; formateur; formation des enseignants; questionnaire

Background and aims: There is a need to develop an educational programme for people who are in charge of, or dealing with training and development in commerce and industry. The aim is to combine the Institute's experiences with scientific methodology to develop different educational programmes for these people.

Sample and methods: 1,550 small, medium and major/large Norwegian industrial enterprises. Written questionnaire on – size of enterprise – kind of industry (branch) – categories of employment.

531 Projekt Berufspaedagogik. (Project 'Vocational Education'.)

DE C 1972-1976

Lempert, Wolfgang; Franzke, Reinhard.

Inst: Max-Planck-Institut fuer Bildungsforschung, 1 Berlin 33, Lentzeallee 94, c/o Redlitz.

vocational education; further education of teachers; empirical research; technical education; in-service training

enseignement professionnel; perfectionnement des enseignants; recherche empirique; enseignement technique; formation en cours d'emploi

Das Projekt Berufspädagogik dient:

1. der Integration berufspädagogisch relevanter – theoretischer wie empirischer – sozialwissenschaftlicher Forschungsarbeiten zur Klärung der Determinanten beruflichen Handelns und berufsrelevanten Lernens.

2. der Vermittlung dieser Forschungsarbeiten an Lehrer und Ausbilder, und steht

3. im Zusammenhang von Bemühungen, eine empirisch verankerte kritische Theorie der beruflichen Bildung zum Zwecke der Handlungsorientierung von Lehrern und Ausbildern zu fördern.

Publ: Lempert, Wolfgang: *Berufliche Bildung als Beitrag zur gesellschaftlichen Demokratisierung.* Frankfurt a. Main, edition suhrkamp, no. 699, 1974.

532 Situation des Tiroler Büchereiwesens. (Libraries in the Tyrol.)

AT O 1976-

Oberwalder, Louis.

Inst: Förderungsstelle des Bundes für Erwachsenenbildung in Tirol, A-6020 Innsbruck, Gänsbacherstrasse 8.
adult education; life-long education; library; public library; socio-cultural activities; reading taste
éducation des adultes; éducation permanente; bibliothèque; bibliothèque publique; activités socio-culturelles; intérêt de lecture

Information on reading habits and wishes of the population as well as on the set-up of libraries, in particular with regard to their location is needed for planning a library system at the communal level in the Tyrol. An analysis of these aspects is therefore being undertaken in this study.

The study covers all public and non-public libraries (including the libraries of the trade unions, of the chambers, as well as home libraries). Information is to be gathered through correspondence.

533 Studiecirkeln som pedagogisk situation. (The study circle as a pedagogical situation.)
SE O 1973-1977
Stockfelt, Torbjörn; Hermansson, Gun-Britt, Stockfelt, Ola.
Inst: Pedagogiska institutionen, Stockholms universitet (The Institute of Education, University of Stockholm) Fack, S-104 05 Stockholm 50.
University of Stockholm, Fack, S-104 05 Stockholm 50.
Fin: The National Board of Education.
adult education; evening institute; mass education; group learning
éducation des adultes; cours du soir; éducation de masse; pédagogie de groupe

The aim of the project is to elucidate and speculate on what happens in a study circle and what are the distinctive characteristics of this form of education. The project started with the following questions: What do we know or think we know about study circles? Is there one type of study circle pedagogics? How does the study circle differ from group work, eg in municipal adult education? What are the impediments to study in study circles? What is the role of the course material in study circles? What training/information is needed by the leader of a study circle? How are the activities of a study circle to be evaluated?

The project is pre-eminently practical in nature, and it is hoped that it will result in knowledge that can be used: for the training/guidance of study circle leaders; in the production of material for courses; when the study circle has to be transferred/adapted to other study situations; for the evaluation of activities in a study circle.

Methods: The initial work has been confined to three subject sectors differing with regard to intrinsic characteristics and study motives, viz. social subjects such as political and trade union studies; aesthetic subjects of a practical nature (eg music); studies with a view to particular qualifications or general subjects, eg language or mathematics. The project is primarily concerned with study circles for undereducated persons who are unaccustomed to studying, and is based for the most part on the activities of ABF (the Swedish Workers' Educational Association) and the Brevskolan Correspondence Institute.

Methods for data-collecting are: participation in and/or observation of study circles; interviews with study circles and participants; interviews with other persons with experience in the fjeld of study circles; study of earlier research and documentation; literature studies.

Interim reports are published as the project proceeds. The purpose of these reports is to give an account of experience gained and to provide a basis on which to discuss further research within the project.

Publ: Byström, Jan. *Vad vet vi eller tror vi oss veta om studiecirkeln. Del II B Matematik på nytt; lit med språket; START.* (mars 1975) 114 sid.
Byström, Jan & Hermansson, Gun-Britt. *Vad vet vi eller tror vi oss veta om studiecirkeln. Del II C Estetiska cirkla.* (mars 1975), 48 sid.
Hermansson, Gun-Britt. *Om musikcirklar.* (juni 1975), 30 sid.
Andersson, Per Ivan. *Något om fackliga studier.* (juni 1975), 30 sid.
Andersson, Per Ivan. *Om sju fackliga cirklar.* (juli 1975), 55 sid.
Hermansson, Gun-Britt & Persson, Asa. *Intervjuer och samtal med deltagare och ledare i vissa musikcirklar.* (aug 1975), 112 sid.
Byström, Jan & Hermansson, Gun-Britt. *Om tio musikcirklar.* (febr 1976), 120 sid.
Byström, Jan. *Alla 'studiecirklar' blir inte studiecirklar.* (maj 1976), 325 sid. (English summary)

534 Studieplaner för grundläggande kontorsutbildning. Projekt inom FAMU. (Curriculum plans concerning basic clerical training. FAMU project (Research on labour market training project).)
SE O 1974-1977
Holmberg, Gun; Larsson, Folke.
Sup: Gustavsson, Bengt; Ahlkvist, Birgitta.
Inst: Pedagogiskt centrum vid Stockholms skolförvaltning, sektionen för yrkesutbildning (The Section of Occupational Education, The Pedagogical Centre at the Stockholm Local School Authority) Fack, S-104 35 Stockhom 23.
The Stockholm Local School Authority, Fack, S-104 35 Stockholm 23.
Fin: The National Board of Education.
adult education; vocational education; occupational research; planning of education; aims of education; curriculum; attitude change; teaching method
éducation des adultes; recherche relative aux professions; planification de l'éducation; finalité de l'éducation; programme d'études; changement d'attitude, méthode pédagogique

During 1975 six labour market training centres offered as an experiment a new basic clerical training course lasting 40 weeks. The group for research on labour market training (the FAMU group) was requested to evaluate this course before its general acceptance as a labour market training course. Questionnaires were given to 145 course participants during the course. After more specific curriculum plans had been published in 1975, a new study of the course participants was requested. Its purpose was to offer a basis for making further adjustments to the course before it was put on general offer throughout the country. There were three main questions to be answered in this study:

(1) Was the proposed amount of time to be spent on different subjects the same as was actually spent when the curriculum plans were implemented?

(2) Had the course participants' attitudes towards the course changed after the curriculum plans had been implemented?

(3) Which connections could be found between the course participants' attitudes towards the course, different methods of teaching and the results of the training?

Sample: 124 course participants, who attended the course where the new curriculum plans were used, took part in the investigation.

Methods: Questionnaires were used twice during the course (after 20 and 40 weeks). Interviews and studies of records also took place in connection with judgements made by some course participants concerning effective study time for certain parts of the course.

Results: According to the results that have been obtained so far, the suggested time of 40 weeks for the whole course seems to be too short for many course participants. After half the course had been taken, they wanted to lengthen it, rather than have the rest of the time decreased. A majority of the course participants wanted to be able to make a choice between various alternatives in the course after 20 weeks. Almost 90% felt that some type of practical experience was necessary during the course. Most of the course participants felt that English should remain in the course, but be divided into different levels of difficulty. There were many suggestions about the functioning of the curriculum plans as regards the different subjects that were included in the course.

Publ: Gustavsson, Bengt; Ahlkvist, Birgitta; Alm, Barbro; Jensfelt, Marianne & Larsson, Folke. Ny allmän grundläggande kontorskurs. Pedagogiskt centrum, Stockholm, 1975. Arbetsrapport Y:46. 69 p.
Gustavsson, Bengt & Larsson, Folke. Studieplaner på ny allmän grundläggande kontorskurs. Kursdeltagarnas attityder och erfarenheter från försöksverksamheten. Pedagogiskt centrum, Stockholm, 1976. Arbetsrapport Y:96. 58 p.
Gustavsson, Bengt; Ahlkvist, Birgitta; Holmberg, Gun & Larsson, Folke. Utvärdering av ny allmän grundläggande kontorskurs. Sammanfattning av hittillsvarande forskningsresultat och förslag till åtgärder. Pedagogiskt centrum, Stockholm, 1976. Arbetsrapport Y:101. 89 p.

535 Uppföljningsstudier efter arbetsmarknadsutbildning. Projekt inom FAMU. (Follow-up studies after labour market training. FAMU project (Research on labour market training project).)
SE O 1968-
Jensfelt, Marianne.
Sup: Gustavsson, Bengt; Ahlkvist, Birgitta.
Inst: Pedagogiskt centrum vid Stockholms skolförvaltning, sektionen för yrkesutbildning (The Section of Occupational Education, The Pedagogical Centre at the Stockholm Local School Authority) Fack, S-104 35 Stockholm 23.
The Stockholm Local School Authority, Fack, S-104 35 Stockholm 23.
Fin: The National Board of Education.
adult education; vocational education; vocational training; evaluation; follow-up study
éducation des adultes; enseignement professionnel; formation professionnelle; évaluation; étude longitudinale

The main purpose of labour market training in Sweden is to further employment, for example by making it easier for the unemployed or handicapped to get jobs in new fields, and by increasing the supply of skilled workers. Therefore, an important part of the research on labour market training is to follow up course participants, in order to find out about their employment and income situations, and their adjustment to their jobs. It is also important to investigate the course participants' attitudes towards the vocational education after they have had some experience of working. Requests have been made for follow-up studies after both a short period and a longer period of time after the course. Most course participants, who take part in the FAMU group's investigations during the courses, also participate in the follow-up studies.

Sample: Over 30 follow-up studies have taken place. So far over 6,000 course participants from a large number of different courses have participated in these studies. Through investigations of records, over 20,000 more course participants have indirectly been included in the follow-ups.

Methods: Questionnaires (sent by mail); structured interviews; investigation of records at different time intervals (for example 1, 3 and 6 years afterwards).

Results: The results obtained by following up 1,751 course participants, who took vocationally oriented labour market training courses at 7 centres in 1973 can be cited as an example. Both those who took the whole course and those who dropped out were included in the investigation. 76% answered the follow-up questionnaire. 72% were men. Their ages varied from 17 to 61 years (average 31 years). Almost a fourth had not been born in Sweden – most of these came from Finland. About 7 months after the course, 71% were working, 12% were studying, 10% were unemployed and 4% were taking care of their homes and children. Most of the employed were working on the labour market. A few had relief work or were working in sheltered workshops. Men and women were working to the same extent. However, more men than women had continued studying. About half of those who were working had jobs that they had been trained for. The most usual reason given by participants for not working in the job for which training had been received was that they had not been able to get a job in their home area, or that they lacked practical experience. Most (84%) felt at the half-year follow-up that the course had been very useful to them personally. A tenth said that they wished that they had not taken the course. 70% of those who were working felt that the course was useful to them in their present jobs.

Publ: Gustavsson, Bengt & Jensfelt, Marianne. Arbetsmarknadsutbildning – ger den arbete? En översikt över uppföljningsstudier rörande sysselsättning, arbetsanpassning och attityder till utbildningen. Pedagogiskt centrum, Stockholm, 1976. Arbetsrapport Y:88.
Gustavsson, Bengt & Larsson, Folke. Uppföljning av deltagare från ny allmän grundläggande kontorskurs. Pedagogiskt centrum, Stockholm, 1976. Arbetsrapport Y:94. 41 p.
Harland, Kajsa-Lena. Inledande studier om kvinnor. Del III. Uppföljningsstudier, fortsatt arbete och förslag till åtgärder. Pedagogiskt centrum, Stockholm, 1976. Arbetsrapport Y:57. 101 p.
Tornberg, Reino, Carlsson, Magnus & Lindroth, Christer. Efter kursen 'Svenska för invandrare'. Resultat från en uppföljningsstudie av en grupp invandrare i arbetsmarknadsutbildning. Pedagogiskt centrum, Stockholm, 1976. Arbetsrapport Y:91. 26 p.

536 Utvikling og utprøving av læremidler i den videregående skoles maskin- og mekanikerfag. (Development and testing of teaching aids in vocational school courses for mechanics and machinists.)
NO O 1974-
Thoresen, Torer; Ruud, Jon Tidemand.
Inst: Statens Teknologiske Institutt (National Institute of Technology) Box 8116-Dep N-Oslo 1.
Fin: Ministry of Church and Education.
teaching aids; vocational school; vocational education; vocational training; mechanical engineering; self-instruction; autoinstructional aid
moyens d'enseignement; école professionnelle; enseignement professionnel; formation professionnelle; construction mécanique; autoenseignement; matériel autodidactique.

Tuition in vocational schools is usually divided into two parts: theoretical lessons in the classroom, and practical instruction in the school workshop. One of the main problems in vocational training is to co-ordinate these two methods of teaching. In an attempt to solve this problem, The National Institute of Technology, Department of Mechanic.l Engineering and Methology, is developing teaching aids for self-instruction where the theoretical and practical parts of the required subjects are integrated.

Methods: In co-operation with teachers in vocational schools, the Department develops and designs teaching aids on different topics. So far, teaching aids on subjects such as measuring screw threads (screw thread micrometer) the use of a universal index centre ('dividing head') have been developed. As for the latter, an open 'dividing head' was constructed, showing the index mechanism. The teaching aids are based on self-instruction. They are tested in schools and used as part of the normal tuition.

Preliminary results: The preliminary reports concerning the programmes developed and tested so far give an impression of satisfaction among teachers and students. In spite of this rather positive feedback, it is too early to say anything specific about the degree to which the project will succeed in solving the main problem mentioned above.

537 Voksenopplæring for hvem. (Adult education for whom?)
NO O 1972-
Finstad, Nils; Hansen, Hilmar.
Inst: Nordland Distriktshøgskole (Nordland Regional College) N-8000 Bodø, Arbeidernes Opplysningsforbund (Workers Educational Association of Norway) Storgt. 23, N-Oslo 1.
Fin: Ministry of Church and Education.
adult education; recruitment; motivation; dropout; socio-economic status; change of residence; local community; working conditions; sociology of education; survey; questionnaire
éducation des adultes; recrutement; motivation; abandon d'études; status socio-économique; changement de résidence; collectivité locale; conditions de travail; sociologie de l'éducation; enquête; questionnaire

Aims: (1) To describe the recruitment of students to adult education, and the variation in recruitment among different population groups. (2) To describe the dropout process among students in adult education. (3) To analyze the factors which influence both the recruitment process and the dropout process. Factors such as social background, education, work situation, mobility, type of local community, the substance of the course and other course characteristics are studied.

Sample and methods: 3,600 students following in their spare time adult education courses at 'Arbeidernes opplysningsforbund' have returned adequately completed questionnaires. The sample is drawn from different geographical areas in Norway.

Publ: Finstad, Nils & Hansen, Hilmar. *Voksenopplæring for hvem?*. Oslo: Tiden Norsk Forlag, 1976. 214 p. + app.

Erwachsenenbildung im Adressatenurteil. Zu den Erwartungen potentieller Adressaten über Inhalt und Organisation der Weiterbildung. (Adult education as seen by its target population. The expectations of the target population as regards the content and organisation of continued education.) ..... see no. 470

Modeller för undervisning av invandrarföräldrar. (Models for teaching parents of immigrant children.) ..... see no. 482

Entwicklung und begleitende Analysen des Curriculums der Weiterbildungsschule Zug (EBAC-WS). (Elaboration et analyse continue du programme d'études de la 'Weiterbildungsschule' de Zoug.) ..... see no. 543

Formative Evaluation. (Evaluation formative.) ..... see no. 544

Survey of attainment and progress in adult literacy ..... see no. 550

Apprentissage des langues par les adultes. ..... see no. 551

Das programmierte Lehrsystem Elektronik-Elektrotechnik. Entwicklung und Evaluation. (Development and evaluation of the programmed learning system 'Electronics-electrical engineering'.) ..... see no. 581

Klientrelaterad handledning. (Client-related supervision.) ..... see no. 589

Modeller för lärarfortbildning. (Models for in-service education and training of teachers.) ..... see no. 590

Tvåvägskommunikationen i korrespondensundervisningen. (Two-way communication in correspondence education.) ..... see no. 601

Arbetslivsinriktad lärarutbildning – mål och medel (ALU-projektet). (Training and education of vocational teachers – goal and means (The ALU project).) ..... see no. 616

Kooperation Schule-Familie. (Coopération entre école et famille.) ..... see no. 622

Berufsberatung und Berufslenkung in ausgewählten Laendern. (Vocational guidance and manpower supply in selected countries.) ..... see no. 666

Stratégies éducatives saisies au niveau de l'enseignement professionnel court. ..... see no. 669

Studie- och yrkesorientering inom vuxenutbildningen. (Educational and vocational guidance in adult education.) ..... see no. 670

Analyse und Adaptierung wertanalytischer Instrumente für Bildungsinstitutionen. Organisations- und planungswissenschaftliche Beitraege zur Erfassung und Gestaltung von internen Verwaltungsstrukturen und -verfahren in Schulen. (Analysis and adaptation of instruments for evaluating internal administrative structures and procedures in schools.) ..... see no. 675

Evaluation des systèmes de formation par unités capitalisables. ..... see no. 686

Strukturplan fuer den Aufbau des oeffentlichen Weiterbildungssystems in der Bundesrepublik Deutschland. (Development plan for the public system of further education in the Federal Republic of Germany.) ..... see no. 699

Antizipatorische Sozialisation–Vertikale Mobilitaet und Probleme der Statusinkonsistenz. Eine empirische Untersuchung der institutionalisierten Erwachsenenbildung am Beispiel des zweiten Bildunsweges fuer ehemalige Berufstaetige. (Anticipatory socialisation–vertical mobility and problems of status inconsistency: an empirical research into institutionalised adult education exemplified by the 'second chance education' of people no longer in gainful employment.) ..... see no. 705

11600 MASS EDUCATION – EDUCATION DE MASSE – MASSENBILDUNG

538 Lofotprosjektet. (The Lofoten Project.)
NO O 1973-1977
Solstad, Karl Jan; Høgmo, Asle; Solberg, Bjørn; Tiller, Tom.
Inst: Institutt for samfunnsvitenskap (Department of Social Science) Post Box 1040, N-9000 Tromsø.
University of Tromsø, N-9000 Tromsø.
Fin: The Norwegian Research Council for Science and the Humanities.
basic education; community development; local community; rural area; rural development; rural school; primary school; lower secondary; teaching aids; curriculum
éducation de base; développement des collectivités; collectivité locale; zone rurale; développement rural; école rurale; école primaire; secondaire premier cycle; moyens d'enseignement; programme d'études

The project is based on the assumption that a highly centralized and standerdized education is particularly out of harmony with communities which according to tradition, culture, communications and economy are most distant from the urbanized, industrialized and powerful parts of the country. The general aim of the project is to develop a school which as regards content and organization reflects the local community which it serves. The project has two research aims: – to gain insight into the interaction process between school and local community, – to study strategies and methods for developing locally based teaching.

Design and method: The innovation and research project attempts to implement a general model for social planning in curriculum development (generative planning, i.e. participant planning). Methodologically the project implies a progressive development towards (1) a non-technological system of teaching materials and instructional aids; (2) an evaluation strategy (formative and summative) where several techniques are applied (a kind of triangulation of measurement processes).

Publ: Høgmo, A.M & Solstad K.J. (1974): 'Lofotprosjektet' Et opplegg for en skole tilpasset Lofotsamfunnet. In: *Skolens Arbok 1974*, p. 4475-4494.
Høgmo, A.M. & Solstad, K.J. (1975): '*Lofotprosjektet' – intensjoner og utviklingsstrategi*. Universitetet i Tromsø: Institutt for Samfunnsvitenskap (ISV). 204p.
Tiller, T. (1976): *'Organisering av undervisning med lokal og regional stofftilgang. Erfaringer fra Lofotprosjektet*. Tromsø: ISV, 52p.
Solstad, K.J. Solberg, B., Høgmo, A.M. Tiller, T. (1975): *Lofoten – i går – i dag – i morgen. Om naturen. Trekk fravår historie. Naeringsliv og økonomi. Kulturliv*. Bodø, 600p 4 vol.
Tiller, T. (1976): *Arbeidet med lokalt laerestoff i ungdomsskolen*. Tromsø: ISV 1976. 202p.

539 Rødøyprosjektet. (The Rødøy Project.)
NO O 1976-1980
Solstad, Karl Jan; Tronvoll, Olav; Kvikne; Høgmo, Asle; Eilertsen, Tor; Vidar Berk, Ernst; Nilsen, Elisabeth; Andreassen, Arne; Ulriksen, Ole.
Inst: Skoledirektøren i Nordland (Director of Education in Nordland) N-8000 Bodø.
University of Tromsø (Department of Social Science), N-9000 Tromsø.
Fin: Ministry of Church and Education.
basic education; community development; local community; rural school; primary school; lower secondary; rural area; rural development; interuniversity cooperation; organization of research; innovation; action research
éducation de base; développement des collectivités; collectivité locale; école rurale; école primaire; secondaire premier cycle; zone rurale; developpement rural; cooperation inter-universites; organisation de la recherche; innovation; recherche action

Aims: (1) To develop a basic education curriculum for rural areas with a scattered population and with schools organized in multi-aged classes. The content should as far as possible reflect the local community. (2) To gain experience in educational research and innovation where several institutions (i.e. central school authorities, local school councils, schools, teacher training colleges and universities) take part in successive planning and follow-up work.

Design: The research strategy may be described as participatory planning. This implies that no specific aims are pre-formulated.

Sample and methods: The project is a case study of one municipality (Rødøy kommune), including all 11 school districts which at the upper stage of compulsory education used to be centralized in one. Data will be based on participant observation, interviews and questionnaires in respect of teachers, parents and pupils, school records and tests. The developmental work will also focus on the design of teaching materials suitable for multi-age teaching and which stress local themes and problems.

Studiecirkeln som pedagogisk situation. (The study circle as a pedagogical situation.) ..... see no. 533

Ausserschulisches Engagement der Oberösterreichischen Pflichtschullehrer. (Extramural activities of compulsory school teachers in Upper Austria.) ..... see no. 687

12000 CURRICULUM – PROGRAMME D'ETUDES – BILDUNGSPLAN

12100 CURRICULUM SUBJECT – MATIERE D'ENSEIGNEMENT – LEHRFACH

540 Arbeitslehre im Medienverbund als Programm allgemeiner Bildung. Evaluation eines Fernsehkurses für die Sekundarstufe I. (Multi-media courses in polytechnical education as part of a general education course. Evaluation of a television course for lower secondary education.)
DE C 1972-1975
Wolittel, Horst.
Inst: Universitaet Bremen, SB 1 Studiengang Arbeitslehre und Politik, 28 Bremen, Achterstr., c/o Mrs. L. Spiess.
polytechnical education; lower secondary; evaluation; general education; educational television; teaching aids; teaching method; social influence
enseignement polytechnique; secondaire premier cycle; évaluation; enseignement général; télévision d'enseignement; moyens d'enseignement; méthode pédagogique; influence sociale

Ermittlung von Faktoren und Bedingungen, unter denen ein Fernsehkurs Arbeitslehre in der Gestaltung der Medien und in der Teilnahme seiner Adressaten schülerfördernde Wirkung im Sinne von Grundbildung eines jeden Bürgers entfaltet. Es wird gefragt nach der Übereinstimmung der Kursintentionen mit der Kursaufgabe, nach der Angemessenheit von methodischen Komponenten des Lehrsystems durch Prüfung der herbeigeführten Wirkungen, nach lernfördernden Voraussetzungen und Umständen der Kursbeteiligung sowie nach Folgerungen für Weiterentwicklungen von fernsehgestütztem Unterricht in der öffentlichen Pflichtschule.

Die Untersuchung gehört in den Bereich der Evaluationsforschung. Sie geht hermeneutisch vor in der Erarbeitung eines Beurteilungsrasters der Kursintentionen. Sie verfährt empirisch in der Prüfung des Lehrsystems auf Eignung als Lehr- und Lernhilfe. Dabei betreibt sie überwiegend Feldforschung im Before-After-Design mit Vergleichsgruppenanordnung.

Schriftliche Befragung: 600 Schueler von 24 Schulklassen (Haupt- und Realschule). Test: 600 Schueler von 24 Schulklassen (Haupt- und Realschule).

Die Kursintentionen entsprechen nur mit Einschränkungen der Kursaufgabe. Die Wirkungen entsprechen der Kursaufgabe insofern, als sich Kursteilnehmer gegenüber Nichtkursteilnehmern im Wissen überlegen zeigen, als Kursteilnehmer motiviert werden, im MV-Unterricht zu lernen, als Lernerfolg weitgehend unabhängig von Unterschieden in sozialen Merkmalen und Voreinstellungen eintritt. Für die Weiterentwicklung von fernsehgestütztem Pflichtunterricht sind eine Klärung der Arbeitslehreintentionen und eine stärkere Berücksichtigung pädagogischer Überlegungen bei der Mediengestaltung notwendig. Auf der Adressatenseite hängen Lernerfolg und Lernbefriedigung ab vom sinnvollen Umgang mit dem Kursangebot. Dabei müssen ausserunterrichtliche und vorunterrichtliche Faktoren berücksichtigt werden. Der Lehrer muss zu selbständigen Adaptionsleistungen fähig sein und bereit sein, sein indirektes Lehrerverhalten stärker zu entwickeln.

541 Continuidad logica y psicologica de los programas de educacion general basica. (Logical and psychological continuity in the primary school curriculum.)
ES O 1975-
Castillejo, José Luis; Marin, Ricardo; Torres, José Antonio.
Inst: Instituto de Ciencias de la Educacion de la Universidad Politecnica de Valencia (Institute of Educational Sciences) Camino de Vera s/n. Appdo 2 012, Valencia.
Instituto Nacional de Ciencias de la Educacion, Ciudad Universitaria, Madrid-3.
Fin: Instituto Nacional de Ciencias de la Educacion.
sequential learning; curriculum; primary education; learning; learning process
apprentissage séquentiel; programme d'études; enseignement primaire; acquisition de connaissances; apprentissage

Following on from the guidelines for primary schools laid down by the Ministry of Education and Science, the aims of the project are: to define the aims of primary education, to work out a sequentiality model, to classify the functions, to work out a model curriculum that can be generally applied and to draw up a basic document for teachers, to find out whether the methodological guidelines for primary education do or do not follow a logical and psychological sequence and whether possible defects in this respect are responsible for gaps in learning.

The sample was made up of 1,200 nursery school and primary school pupils, divided into 2 groups of 40 pupils in each group for the nursery school level, and groups of 140 pupils from each year of primary school, from the first year to the eighth. Two nursery school teachers and four teachers for each level of primary school took part. Fifteen 'A' models (sequential pattern established for the purposes of the project) and 15 'B' models (from the guidelines for primary schools) were applied.

The methodology consisted of a critical examination of sequential models (Nuffield Project; A,A,A,S,...); an analysis of primary school questionnaires; a selection of central themes to cover the area proposed in the aims; classification of content; arranging the order of sequence; studies of possible model curricula; selecting and composing a basic document.

The order of sequence elaborated for the purposes of the project proved more positive than that of the general guidelines. Gaps existed in the curricula of the different areas studied, though these have now been corrected. Operative activities are necessary in language and mathematics that are not envisaged in the guidelines. A model curriculum has been drawn up and submitted to more than 1,000 teachers with satisfactory results.

542 Curriculum-Entwicklung in der Bundesrepublik Deutschland. (Curriculum development in the Federal Republic of Germany.)
DE C 1974-1976
Classen-Bauer, Ingrid; Hausmann, Gottfried; In Ku Kim.
Inst: Unesco-Institut fuer Paedagogik 2 Hamburg 13, Feldbrunnenstr. 17.
trend report; curriculum; empirical research; educational policy; reform of education; Germany FR
rapport de tendances; programme d'études; recherche empirique; politique de l'éducation; réforme de l'enseignement; Allemagne FR

Ziel: Die in der BRD an Aufgaben und Problemen der Curriculumreform arbeitenden Gruppen möglichst vollständig zu ermitteln, aus ihrer Vereinzelung herauszuholen und zu einer besseren Kooperation anzuregen. Hierzu sollte eine genauere Übersicht über Zielvorstellungen, Meinungen, Interessenlagen, Entwicklungsmethoden und Probleme der auf diesem Gebiet arbeitenden Gruppen gegeben werden. Die Befunde dieser Untersuchung sollen für die Entwicklung von Modellen und Vorschlägen zur Verbesserung der Situation der auf diesem Gebiet tätigen Gruppen dienen.

Festzustellen ist:

1. Die Curriculumtheorie ist noch weit davon entfernt, als Theorie der einheimischen Curriculumentwicklungspraxis gelten und dienen zu können.

2. An der Wissenschaft von Curricula wird vermisst, dass sie noch kaum als Curriculumentwicklungsforschung betrieben wird. Sie ist nur in Ansätzen durch praxisnahe empirische Untersuchungen erschlossen worden.

3. Wenn die Curriculumentwicklung als Vehikel einer Optimierung der Lernchancen wirksam werden soll, muss sie als permanente Institution des Bildungswesens etabliert werden.

Methoden: Bestandsaufnahme der im Bereich der Curriculumforschung und -entwicklung tätigen Gruppen. Interviews mit einigen ausgewählten Gruppen, um deren Selbstverständnis zu klären. Tagung der interviewten Gruppen, um gemeinsame Fragestellungen und Hypothesen für die Feldforschung vorzubereiten.

Feldforschung: Fragebogen an die in der Bestandsaufnahme erfassten Projektgruppen und an deren Mitarbeiter, zu deren Zielen, Entwicklungsverfahren, Kommunikations- und Entscheidungsverfahren und Problemen. 22 Interviews, 140 schriftliche Befragungen.

Publ: Classen-Bauer Ingrid; Hausmann Gottfried; In Ku Kim. *Curriculum-Entwicklung in der Bundesrepublik Deutschland.* Der Bundesminister fuer Wissenschaft und Bildung, Bonn, 1975, Schriftenreihe 'Bildungsplanung', 15.

543 Entwicklung und begleitende Analysen des Curriculums der Weiterbildungsschule Zug (EBAC-WS). (Elaboration et analyse continue du programme d'études de la 'Weiterbildungsschule' de Zoug.)
CH O 1970-1976
Rohner, Anselm; Santini, Bruno.
Inst: Freiburger Arbeitsgruppe für Lehrplanforschung (FAL) 1, rue de l'Hôpital, 1700 Fribourg.
Pädagogisches Institut der Universität Freiburg.
Fin: Erziehungsdirektion des Kantons Zug.
curriculum; evaluation; pre-vocational education; pupil; study method; teaching objective; upper secondary; action research; interview; test
programme d'études; évaluation; enseignement pré-professionnel; élève; méthode de travail; objectif pédagogique; secondaire deuxième cycle; recherche action; entretien; test

Das Projekt beinhaltet die Planung und Evaluation einer neuen Schule und deren Curriculum. Die Schule dauert zwei Jahre und schliesst an das 9. und letzte obligatorische Schuljahr an. Sie soll allgemeinbildenden Charakter haben. Die Schüler werden im allgemeinen eine spezialisierende Berufsausbildung in den Bereichen Sozial-, Erziehungs- und Gesundheitswesen, Kunst und zum Teil Handel wählen.

Im Bereich der Curriculummethodologie ist folgende Zielsetzung hervorzuheben: Die Curriculumentwicklung soll mit einer Lernzielerhebung einsetzen und nicht mit einer bestimmten Konzeption von Disziplinen oder mit Wissenschaftsstrukturen. Die Curriculumstruktur soll sich aus den Lernzielen ergeben. Für die Evaluation wird eine Kombination von Systemansatz und Beteiligung aller Verantwortlichen bzw. Betroffenen gewählt. Zur Strategie der Curriculumentwicklung: Die Entwicklung bestand aus zwei Hauptphasen, Entwicklung eines Bezugsrahmens für die Lernzielerhebung und Durchführung derselben; Transformation der Lernziele der Erhebung in schulsituationsbezogene Lernziele.

Resultat der Entwicklungsarbeit ist neben der Planung der gesamten Schule ein Curriculum mit mehreren Komponenten und Zielebenen, welches seit September 1975 vorliegt und über die FAL käuflich erhältlich ist (Prospekte anfordern). Die Evaluation von Objekten, die durch die Betroffenen (Lehrer, Schüler, Leitung, usw.) formuliert wurden, geschieht vor allem durch die Betroffenen einerseits und das eng mit der Schule zusammenarbeitende Forschungsteam andererseits.

Die methodische Anlage umfasst 60 Interviews, 80 Tests, 40 schriftliche Befragungen bei Experten, Ausbildnern, Abnehmern, Arbeitnehmern bestimmter Berufe sowie ca. 40 Sekundäranalysen von Umfragen bei Lehrern und/oder Schülern der Weiterbildungsschule Zug.

Publ: Bossart, Kurt. *Verfahren zur Lernzielerhebung.* Basel: Beltz Verlag, 1975.
Bossart, Kurt. *Persönlichkeitsmerkmale von Lernzielformulierern.* Basel: Beltz Verlag, 1975.
Frey, Karl; Santini, Bruno; Bossart, Kurt; Niedermann, Albin. Legitimation und Entwicklung einer neuen Schule. In: *Zeitschrift für Pädagogik.* 1976.
Santini, Bruno. Qualifikationsermittlung mit Hilfe von Abnehmer-Experten-Gruppen: Lernziele für einen neuen Schultyp am Beispiel der Weiterbildungsschule Zug (Schweiz). In: Frey, Karl et al. (Herausgeber). *Curriculum-Handbuch.* München: Piper Verlag, 1975, Band II.
Erziehungsdirektion Zug/Forschungszentrum FAL. *Teilcurriculum der Weiterbildungsschule Zug.* Teil I-III. Zug/Fribourg, 1975.

544 Formative Evaluation. (Evaluation formative.)
CH C 1973-1975
Santini, Bruno; Niedermann, Albin; Rohner, Anselm.

Inst: Freiburger Arbeitsgruppe für Lehrplanforschung (FAL) 1, rue de l'Hôpital, 1700 Fribourg.
Pädagogisches Institut der Universität Freiburg.
Fin: Erziehungsdirektion des Kantons Zug.
curriculum; evaluation; pre-vocational education; pupil; study method; teaching objective; upper secondary; action research; interview; test
programme d'études; évaluation; enseignement pré-professionnel; élève; méthode de travail; objectif pédagogique; secondaire deuxième cycle; recherche action; entretien; test

Die hier beschriebene Untersuchung ist ein Teil des Projektes 'Entwicklung und begleitende Analysen des Curriculums der Weiterbildungsschule Zug'. Zentrales Anliegen dieses Teilprojekts ist es, ein konkretes Modell der Entwicklung eines Evaluations-Designs für eine Schule zu gewinnen und teilweise zu erproben. Aufgrund der Analyse wichtiger Determinanten des Schulprojekts und der erziehungswissenschaftlichen, methodologischen Möglichkeiten wurde versucht, einen Evaluationsplan nach dem Beteiligten-Ansatz zu entwickeln, d.h., dass Erwartungen, Interessen und Bedürfnisse verschiedener Bezugsgruppen an diesem Schulprojekt (Politiker, Lehrer, Schüler, Forschet, Inspektoren) erfasst, analysiert und mittels der durch die direkt betroffenen Lehrer und durch Forscher bestimmten Auswahlmerkmale in einen Tätigkeitsplan zusammengefasst wurden.

Der formative Evaluationsplan (Tätigkeitsplan) enthält Evaluations-und Beratungsobjekte, deren Bearbeitung für die Entwicklung (Formung) der Modellschule wichtig sind. Der Einbezug der Praktiker in den Forschungprozess bringt Probleme der Zusammenarbeit zwischen Begleitforschern und vor allem Lehren mit sich (Handlungsforschung). Es werden Erfahrungen aus dieser Zusammenarbeit analysiert.

Es wurden insgesamt 10 Interviews mit Mitgliedern der Schulbehörde, Inspektoren und dem Schulleitungsteam sowie 65 schriftliche Befragungen bei Lehrern, Schülern und Forschern (Brainstorming-artig) durchgeführt. Anschliessend wurden die schriftlichen Befragungen und die Interviews anhand einer Inhaltsanalyse ausgewertet.

Publ: Freiburger Arbeitsgruppe für Lehrplanforschung (FAL). Verwendung und Beurteilung von Curricula durch Lehrer im Projekt EBAC. In: *Pädagogische Rundschau*. Heft 1, pp.57-71, 1976.
Frey, Karl; Santini, Bruno; Bossart, Kurt; Niedermann, Albin. Legitimation und Entwicklung einer neuen Schule. In: *Zeitschrift für Pädagogik*, 1976.
Niedermann, Albin. *Formative Evaluation. Entwicklung und Eprobung eines Evaluationskonzepts für eine Modellschule*. Fribourg, 1975. (Dissertation).
Niedermann, Albin; Santini, Bruno. Die Evaluation eines neuen Schultyps am Beispiel der Weiterbildungsschule Zug (Schweiz). In: Frey, Karl et al. (Hrsg). *Curriculum-Handbuch*. München: Piper Verlag, 1975, pp. 730-738, Band II.
Niedermann, Albin; Wernly, Arthur. Alternativen zur Notengebung. Ein neues Beurteilungsverfahren im Urteil der Schüler. In: *Schweizer Schule*, Nr. 62, 1975, pp. 27-34.
Erziehungsdirektion Zug/Forschungszentrum FAL. *Teilcurriculum der Weiterbildungsschule Zug*. Teil I-III Zug/Fribourg, 1975.

545 Peruskoulun ja keskiasteen koulujen englannin ja ruotsin kielen oppimistulosten arviointi. (Evaluation of school achievement in English and Swedish in the comprehensive school and in secondary schools.)
FI O 1974-
Kärkkäinen, Kaija; Takala, Sauli; Hakala, Pentti.
Sup: Leimu, Kimmo.
Inst: Kasvatustieteiden tutkimuslaitos (Institute for Educational Research) Seminaarinkatu 15, 40100 Jyväskylä 10.
Jyväskylän yliopisto, Seminaarinkatu 15, 40100 Jyväskylä 10.
Fin: Kouluhallitus/National Board of Education.
curriculum; evaluation; reform of education; English; Swedish; achievement; achievement test; foreign language
programme d'études; évaluation; réforme de l'enseignement; anglais, suédois; rendement; test de rendement; langue étrangère

The project is part of the evaluation and development of comprehensive school and secondary school curricula carried out on the commission of the National Board of Education.

The aim of the project is to collect feedback information about the degree to which the objectives of the English and Swedish syllabuses in the comprehensive school and in the secondary-level schools have been attained. This information is one of the sources drawn upon in the continuous development of the foreign language syllabuses.

The tests have indicated among other things that (1) the range of performance at the end of the comprehensive school is very wide; (2) that the objectives are too demanding and the contents too extensive in view of the amount of teaching time available; (3) that older pupils seem to learn foreign languages faster than younger pupils. Thus there appears to be a clear need for syllabus development and for developing methods that are effective in the teaching of slow learners. The findings of the project were one of the reasons for setting up a working party charged with drafting of a 'core syllabus', which is to define the minimum contents and minimum skills to be taught to all pupils irrespective of course or set. In addition to empirical testing, the project staff have participated in this development work. The draft core syllabus has been distributed to schools. The work of the project will concentrate on the follow-up of the core syllabus with a view to contributing to the official revision of the comprehensive school foreign language syllabuses in the 80s.

Publ: Havola-Pitkänen, L. (1976) *Englannin kielen koulusaavutukset peruskoulun 4.,5. ja 6. luokan päättyessä*. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitoksen julkaisuja N:o 62, 81 p. ISBN 951-677-598-5.
Havola-Pitkänen, L. (1974) *Englannin kielen koulusaavutukset peruskoulun alaasteen ja yläasteen päättyessä*. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitoksen julkaisuja N:o 231. 97 p. ISBN 951-677-327-3.
Takala, S. (1976) *Vieraiden kielten opetussuunnitelman, opettamisen ja oppimisen kysymyksiä*. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Selosteita ja tiedotteita N:o 68. 141 p. ISBN 951-677-641-8.
Kärkkäinen, K. (1976) *Peruskoulun yhteiset kokeet lukuvuonna 1974/75*. Yläasteen ruotsin kielen kokeet ja koetuloksia. Ruotsin kieli toisena oppilaalle vieraana kielenä. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Selosteita ja tiedotteita N:o 67. 79 p. ISBN 951-677-637-X.
Hakala, P. & Kärkkäinen, K. (1976) *Ruotsin kielen koulusaavutukset peruskoulun alaasteen ja yläasteen päättyessä lukuvuonna 1972-73*. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitoksen selosteita ja tiedotteita, 74. 245 p. ISBN 951-677-680-9.

546 Utvikle tverrfaglig praktisk-etisk teamarbeid i lærerutdanningen. (To develop integrated practical-aesthetical teamwork in teacher training programmes.)
NO O 1976-
Berge, Sigurd; Hellvin, Runo; Kokkvoll, Randi; Moen, Skjoldvor; Skånland, Halfdan; Stålsett, Unn.
Inst: Sagene Lærerskole (Sagene Teachers College) Biermannsgt. 2 N-Oslo 4.
Fin: Ministry of Church and Education.
integrated curriculum; aesthetics; art; drama; mime; music and movement; verbal behaviour; singing; creativity; creative activities; primary education; teacher education
programme d'études integré; esthétique; art; art dramatique, mime; rythmique; comportement verbal; chant; créativité; activités créatrices; école primaire; formation des enseignants

In 1975/76, Sagene Teacher Training College started a graduate programme for teachers about the use of creative elements such as sound, light, form, colour, words and movement in integrated projects in the elementary school. It is a one-year programme. The aim is to develop integrated practical-aesthetic teamwork in teacher training programme.

Sample and methods: The hypotheses are being elaborated on the basis of written reports from the students, and of the planning, description, analysis and evaluation of the ongoing teamwork among the teachers who have developed the design of the study.

547 Vieraiden kielten opetussuunnitelman kehittämisprojekti. (Project on the development of foreign language curricula.)
FI O 1976-
Takala, Sauli.
Inst: Kasvatustieteiden tutkimuslaitos (Institute for Educational Research) Seminaarinkatu 15, 40100 Jyväskylä 10.
University of Jyväskylä, Seminaarinkatu 15, 40100 Jyväskylä 10.
Fin: Institute for Educational Research.
curriculum; aims of education; foreign language; language teaching; evaluation; planning of education; reform of education; compulsory education; secondary education
programme d'études; finalité de l'éducation; langue étrangère; enseignement des langues; évaluation; planification de l'éducation; réforme de l'enseignement; enseignement obligatoire; enseignement secondaire

Studies of the degree to which the objectives of foreign language curricula are attained in the comprehensive school as well as recent advances in the study of language, language teaching and learning and in the theory of curriculum construction have clearly indicated that there is a need for a systematic study of the problems of foreign language curricula. This need is particularly great in a country like Finland, where a substantial proportion of the time-table is devoted to the study of foreign languages. The principal aims of the project are: (1) to elucidate the frame of reference of foreign language curricula (e.g. different approaches, determinants, components); (2) to explore the criteria of selection of contents; (3) to explore the problems of progression of objectives and contents; (4) to explore the feasibility of defining a minimum set of objectives and contents common to all students (core syllabus).

The project will be based both on empirical studies of the present state of attainment of foreign language teaching objectives, and on the analysis and synthesis of relevant literature (e.g. linguistics, psycholinguistics, sociolinguistics, education, theory of curriculum).

Publ: Freihoff, R. & Takala, S. (1974) *Kielenkäyttötilanteiden erittelyyn perustuva kielenopetuksen tavoitekuvausjärjestelmä*. University of Jyväskylä. Reports from the Language Centre N:o 2, 188 p.
Freihoff, R. & Takala, S. (1974) *A systematic description of language teaching objectives based on the specification of language use situations*. University of Jyväskylä. Reports from the Language Centre N:o 2. 24 p. ISBN 951-677-307-9.
Takala, S. (1976) *Vieraiden kielten opetussuunnitelman, opettamisen ja oppimisen kysymyksiä*. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Selosteita ja tiedotteita. N:o 68, 141 p.

Esikoulu projekti. (Pre-school project.) ..... see no. 490

Grundlagen für eine lernzielorientierte Förderung durch den Kindergarten. (Basic material for use in kindergartens to strengthen educational goal orientation.) ..... see no. 491

Follow-up-Untersuchung über die Reformmassnahmen an der Oberstufe der Gymnasien. (Etude longitudinale des mesures de réforme appliquées au deuxième cycle des écoles de maturité.) ..... see no. 500

Untersuchung über die Reformmassnahmen an der Oberstufe der Mittelschulen mit Maturitätsabschluss des Kantons Zürich. (Etude des mesures de réforme appliquées au deuxième cycle des écoles de maturité du canton de Zurich.) ..... see no. 506

Berufe in der Erwachsenenbildung – Elemente eines Ausbildungsprogrammes für voll- und teilzeitliche Mitarbeiter in der Erwachsenenbildung. (Professions dans l'éducation des adultes – Eléments d'un programme de formation pour collaborateurs à plein-temps et à temps partiel dans l'éducation des adultes.) ..... see no. 511

Estudio de las escuelas universitarias de ingeniería técnica. (Study of the university schools of technical engineering.) ..... see no. 517

Studieplaner för grundläggande kontorsutbildning. Projekt inom FAMU. (Curriculum plans concerning basic clerical training. FAMU project (Research on labour market training project).) ..... see no. 534

Lofotprosjektet. (The Lofoten Project.) ..... see no. 538

Mittelfristige Curriculumforschung auf dem Gebiet des Englisch-grammatikunterricht. (Medium-term research on curricula for the teaching of English grammar.) ..... see no. 556

Peruskoulussa valinnaisaineena opetettavan latinan kielen tutkimus. (A study on Latin as an optional subject in the comprehensive school.) ..... see no. 557

Dokumentation ueber Studiengaenge und Pruefungsordnungen in Didaktik naturwissenschaftlicher Disziplinen. (Documentation on study programmes and examination regulations in the didactics of natural science subjects.) ..... see no. 562

Entwicklung eines Chemie-Curriculum fuer die Orientierungstufe (Klassenstufe 5 und 6). (Development of a chemistry curriculum for grades five and six (guidance period).) ..... see no. 564

IPN-Einheitenbank 'Curriculum Biologie'. (IPN item bank 'Curriculum Biology'.) ..... see no. 566

Miljøsøreprosjektet. (Environmental education in primary school (1-6): a curriculum development project.) ..... see no. 571

Das programmierte Lehrsystem Elektronik-Elektrotechnik. Entwicklung und Evaluation. (Development and evaluation of the programmed learning system 'Electronics-electrical engineering'.) ..... see no. 581

Begleituntersuchung zu den Teilversuchen (Wahlfachsystem an der Sekundarstufe I). (Recherche d'évaluation concernant les essais scolaires partiels (système à options) au premier cycle de l'enseignement secondaire.) ..... see no. 584

Das Elend der Taxonomien. (The problem with taxonomies.) ..... see no. 585

Le développement de l'enseignement individualisé au niveau universitaire. ..... see no. 591

Infrastruktur für eine lokale und regionale Lehrerfortbildung und Curriculumentwicklung. (Infrastructure pour le perfectionnement local et régional des enseignants et développement d'un curriculum.) ..... see no. 621

Production of materials in school chemistry with affective content, and their assessment. ..... see no. 656

Didaktinen prosessianalyysi (DPA Helsinki). (Didactic process analysis (DPA Helsinki).) ..... see no. 717

Peruskoulun tavoitetutkimus. (Study on the objectives of the comprehensive school.) ..... see no. 718

12200 LITERACY. READING. WRITING – ALPHABETISATION. LECTURE. ECRITURE – ALPHABETISIERUNG. LESEN. HANDSCHRIFT

548 Determinacion del vocabulario fundamental (de uso y reconocimiento) del niño Cordobes en su incorporacion a la educacion general basica. (Determination of the basic vocabulary used and recognized by Cordovan children and its incorporation into primary education.)
ES C 1974-1975
Blasco Cabrera, Luisa; Gomez Muñoz, Rosa; Gonzalez Barrios, Isabel; Gonzalez de Castro, Amelia; Lara Roman, Juan Manuel; Quiros Reyes, Rafael.
Sup: Armador Gonzalez, Hortilio.
Inst: Instituto de Ciencias de la Educacion de la Universidad de Cordoba (Institute of Educational Sciences) Finca la Aduana. Carretera del Brillante. Cordoba.
Instituto Nacional de Ciencias de la Educacion, Ciudad Universitaria. Madrid-3.
Fin: Instituto Nacional de Ciencias de la Educacion.
vocabulary; language development; dialect; primary education; psycholinguistics; sociolinguistics; Spain
vocabulaire; développement du langage; dialecte; enseignement primaire; psycholinguistique; sociolinguistique; Espagne

The aim of this research was to define the vocabulary used and recognized by Cordovan children. This facilitated a closer approach to the pupil's cognitive world and the recognition of linguistic expressions belonging to his heritage of Cordovan speech.

The project consisted of fourteen sub-sections divided between: methodology, the experimental process, and a report on the results.

Experiments were conducted with 125 children in groups of 25 (0.8% of the total population), taking into account variables such as sex, age, geographical, socio-economic, cultural and family backgrounds.

The approach adapted consisted of forming sample teams, grading the stages by which the vocabulary would be obtained and classified, recording on tape and transcribing the conversations, deciding criteria for selecting words, data quantification, distinguishing the vocabulary used and recognized, and the educational and sociological application of the results.

Altogether 2,944 words were collected. Castillian and dialectical pronunciations were found to be in very evenly balanced proportions. The vocabulary used proved to be slightly superior to that recognized. In the linguistic field conclusions were drawn as to the characteristics of the Andalusian dialect; in the psycho-sociological, as to the notion of time, analysis of space, egocentrism and alterocentrism; in the social context, as to the speech habits reflecting social class and the influence of the family and the environment on the child's language, and in respect of dialect, as to which were the most commonly used words and a study of ways of enlarging and correcting the vocabulary.

549 Recherches pédagogiques sur l'alphabétisation et l'enseignement du français à des travailleurs étrangers.
FR O 1975-1978
Lagarde, Jean-Pierre; Heddesheimer, Christian; Trompette, Charles; Bestard, Françoise; Pieron, Christian.
Sup: Lagarde, Jean-Pierre (Responsable de l'A.T.P.); Bourquin, Guy (Directeur du C.R.A.P.E.L.).
Inst: Centre de Recherches et d'Applications Pédagogiques en Langues (C.R.A.P.E.L.), 23, Boulevard Albert I 54000 Nancy.
Université de Nancy II. Clos de Medreville, Boulevard Charlemagne 54000 Nancy.
Fin: C.N.R.S. (A.T.P.).
literacy; language teaching; French; teaching method; foreign worker; observation; comparative analysis; content analysis
alphabétisation; enseignement des langues; français; méthode pédagogique; travailleur étranger; observation; analyse comparative; analyse de contenu

Origine et buts: Etude comparative de l'efficacité des méthodes d'alphabétisation des travailleurs immigrés en France. Recherche méthodologique ayant pour objectif de fournir une analyse précise de quelques méthodes d'alphabétisation destinées aux travailleurs étrangers et à leurs enfants (contenu linguistique, adéquation de la méthode, analyse de la sélection du matériel linguistique et des progressions). Recherche théorique sur la notion d'efficacité.

Plan de recherche: Etablissement de schémas d'analyse propres aux méthodes d'alphabétisation. Etablissement d'une grille théorique d'observation des groupes.

Hypothèse: Un rapport circonstancié d'observations sur le fonctionnement d'un nombre important de groupes permettra de dégager une méthodologie destinée à évaluer l'efficacité d'une méthode d'alphabétisation.

Echantillon et méthodes: Observations d'un nombre important de groupes. Collecte d'informations sur les expériences menées à l'étranger et analyse de ces expériences.

Publ: Alphabétisation et insertion linguistique des travailleurs étrangers. In: *Mélanges pédagogiques*, C.R.A.P.E.L., Nancy, 1974.

550 Survey of attainment and progress in adult literacy.
GB O 1976-1979
Choppin, Bruce; Vincent, Dennis.
Inst: National Foundation of Educational Research in England and Wales, The Mere, Upton Park, Slough, Berkshire.
Fin: Department of Education and Science.
adult education; literacy; achievement; remedial teaching; evaluation
éducation des adultes; alphabétisation; rendement; enseignement de rattrapage; évaluation

In the past years there has been considerable increase in concern over adult illiteracy and in the provision of resources and programmes for its remediation. The research project aims to devise materials for initial assessment and diagnosis of adult literacy problems, and for the appraisal of progress made in overcoming them.

The project is a test-construction and survey exercise which seeks to provide descriptive and evaluating findings on a national scale.

Target sample of 2,000 literacy students in a nationally representative set of literacy schemes.

Techniques of item sampling and sample-free item analysis will be involved.

A comprehensive report for the sponsors will be prepared with a view to subsequent publication.

Forsknings- och utvecklingsarbete kring undervisningsmetodik för synskadade. (Educational research concerning the study situation of the visually handicapped.) ..... see no. 472

Situation des Tiroler Büchereiwesens. (Libraries in the Tyrol.) ..... see no. 532

Faktorer i språkpersepsjonen. (Factors in language perception.) ..... see no. 638

12300 LANGUAGE SCIENCES – SCIENCES DU LANGAGE – SPRACHWISSENSCHAFTEN

551 Apprentissage des langues par les adultes.
CH O 1975-1978
Sipitanou, Athina.
Sup: Chancerel, J.L.
Inst: Séminaire de psychologie et de pédagogie, Université de Neuchâtel 32 Clos-Brochet, 2000 Neuchâtel, Suisse.
Fin: Conseil de l'Europe/Université de Neuchâtel.
learning process; adult education; technical education; evaluation; teacher education; audiovisual aid; further education of teachers; system of education; vocational training; languages; survey
apprentissage; éducation des adultes; enseignement technique; évaluation; formation des enseignants; moyen audiovisuel; perfectionnement des enseignants; système d'enseignement; formation professionnelle; langues; enquête

Le premier objet de la présente recherche a été l'analyse qualitative par pays et globalement, des réponses fournies au 'Questionnaire de St Wolfgang' sur les besoins langagiers des adultes, établi à l'issue d'un symposium organisé par le Comité de l'Education extrascolaire et du Développement culturel du Conseil de l'Europe (17/18 juin 1973, St Wolfgang, Autriche), sur le thème général: 'Un système d'unités capitalisables pour les langues, moteurs dans l'éducation des adultes. Quels sont les besoins réels, les moyens existants ou à créer pour les satisfaire?'

L'étude est menée en relation avec le CILT (Londres), le CREDIF (St-Cloud) et les universités populaires allemandes.

Etablissement de listes critiques des institutions et diplômes d'enseignement des langues, des enquêtes accessibles et des organisations pouvant fournir des renseignements dans les Etats membres du Conseil de l'Europe.

Publ: Chancerel, J.L.; Sipitanou, A. *Apprentissage des langues par les adultes.* Conseil de l'Europe: Education extrascolaire/Séminaire de psychologie et de pédagogie de l'Université de Neuchâtel.

552 Elaboration du plan de rénovation de l'enseignement du français à l'école élémentaire.
FR C 1972-1975
Isambert-Jamati, Viviane; Champion, F.; Maucorps, J.; Tanguy, L.; Caniou, J.; Delrieu, B.; Segre, M.
Inst: ERA 281 Sociologie de l'Education, Université de Paris V, 28, rue Serpente, 75006 Paris.
Centre National de la Recherche Scientifique, 15, quai Anatole France, 75007 Paris.
Fin: Centre National de la Recherche Scientifique-Action Thématique Programmée.

reform of education; primary education; occupational environment; French; teaching language; teacher behaviour
réforme de l'enseignement; enseignement primaire; milieu professionnel; français, langue d'enseignement; comportement de l'enseignant

Origines et buts: Depuis 1963, une commission travaille, dans le cadre de l'Education nationale, sur un 'projet d'instruction' nouveau pour l'enseignement du français à l'école élémentaire. Ce projet a été largement expérimenté, évalué, remanié. Des instructions officielles ont été diffusés au début de 1973.

Plan de recherche: Trois analyses sont menées parallèlement: – déroulement des travaux de deux commissions (confrontation de leurs textes successifs, interviews des participants sur leur interprétation des instructions officielles de 1923 à 1973); – informations et réactions dans la presse écrite (analyse de contenu de 130 articles de 1970 à 1973. Ces réactions éclairent les courants rencontrés dans les commissions (travail achevé); – organisation et activités des 'equipes expérimentales'; études de cas.

Hypothèses: Ces analyses éclaireront trois aspects de cette innovation: – milieux poussant ou freinant la réforme; – objectifs poursuivis en proposant tel ou tel élément; – signification des moyens préconisés pour atteindre ces objectifs.

Echantillons et méthods: Etude des mesures d'applications prises. Entretiens semi-directifs permettant de recueillir les points de vue de ceux qui seront chargés de la diffusion de la réforme (directeurs et professeurs d'école normale, inspecteurs départementaux). Etude des pratiques pédagogiques réelles d.s instituteurs 'tout venant'. Enquête auprès de 120 instituteurs pour déceler à la fois leurs réactions à la réforme et leur façon d'enseigner le français.

553 Etude critique des modalités d'apprentissage autoonome (autodidaxie et semi-autonomie) dans le domaine de l'acquisition des langues vivantes secondes.
FR O 1975-1977
Candelier, Michel; Chaix, Paul; O'Neil, Charmian; Regourd, Annie.
Inst: Centre Audio-Visuel de l'Ecole Normale Supérieure de Saint-Cloud, 2, avenue du Palais, 92210 Saint-Cloud.
UNESCO, Place de Fontenoy, 75700 Paris.
Fin: UNESCO.
language teaching; third language; learning process; self-instruction; foreign language
enseignement des langues; deuxième langue; apprentissage; autoenseignement, langue étrangère.

Ce travail, demandé par le secrétariat de l'UNESCO, a pour objet une étude critique des modalités d'autoonomie et d'autodidaxie dans le domaine de l'acquisition des langues vivantes secondes de grande diffusion en Europe. Objectifs: (1) Etablir un inventaire non exhaustif mais aussi large et représentatif que possible des méthodes, matériaux et systèmes existant dans ce domaine en Europe pour l'apprentissage de l'anglais, l'espagnol, le français et le russe et, en un deuxième temps, de l'allemand et d'autres langues. (2) Analyse des méthodes, matériaux et systèmes à l'aide de l'outil d'analyse défini dans la première étape de la recherche. Cet outil se présente sous la forme d'un ensemble (grille + questionnaires + tableaux) qui étudie les aspects suivants: identification, aisance de maîtrise, adaptation de l'appareil pédagogique au travail autonome, autonomie et individualisation, degré d'originalité, typologie. (3) Mettre au point des critères définitifs de typologie et établir un classement, interpréter les resultats obtenus pour préciser les orientations actuelles dans ce domaine de l'apprentissage des langues vivantes. (4) Dégager les éléments d'originalités proposés, dans les divers cas, pour la conduite d'un tel apprentissage. (5) Fournir un modele possible pour l'étude d'un apprentissage de ce type dans d'autres domaines que les langues vivantes.

Organisation du travail: Etablissement, avec l'aide de l'UNESCO d'un réseau de correspondants et collecte des matériaux d'étude. Dépouillement des méthodes pour les langues étudiées. Etude de quelques systèmes (sur plan ou au moyen de questionnaires). Elaboration des conclusions de la recherche. Mise en ordre des éléments de réponse et rédaction d'un rapport final.

554 Expérience de rénovation de l'enseignement du français à l'école élémentaire.
FR O 1967-
Romian, Hélène; Barre- de Miniac, Christine; Houdebine, Anne-Marie; Niquc, Christine; Sublet, Françoise.
Sup: Legrand, Louis.
Inst: Département des études et recherches appliquées aux enseignements généraux et à la vie scolaire. Section Lettres, 29 rue d'Ulm, 75230 Paris Cedex 05.
Institut national de recherche pédagogique.
Fin: Ministère de l'Education.
mother tongue; expressivity; communication; teacher behaviour; innovation, French; primary school
langue maternelle; expressivité; communication; comportement de l'enseignant; innovation; français; école primaire

La recherche a pour buts: de contribuer à réduire les inégalités des enfants (compréhension, utilisation de leur langue maternelle); de définir des objectifs et des techniques (entraînement à la communication orale et écrite, apprentissage systématique des structures de la langue); de fournir des instruments de travail à la formation des maîtres (descriptifs de situations pédagogiques et de comportement des maîtres et des élèves).

Il s'agit de: créer des classes expérimentales (équipes interdisciplinaires) au plan local, et des structures de coordination régionales et nationales; valider les hypothèses ci-après: (1) un enseignement rénové de la langue maternelle peut contribuer à réduire l'inégalité des enfants à l'égard de leur langue maternelle, dans une mesure à définir; (2) certains acquis de l'expérience pratique des maîtres (linguistique, psychologie, sociologie) peuvent fonder une pédagogie plus efficace de la langue maternelle; (3) la recherche en pédagogie constitue l'un des moteurs de la formation des maîtres.

Echantillon: Une recherche s'implantant sur des terrains d'innovation aussi divers que possible (parlers régionaux). Des études descriptives sur des échantillons plus restreints (100 classes appareillées avec des classes non expérimentales).

Méthodes: Innovation contrôlée. Description systématique des situations pédagogiques et des performances orales et écrites des enfants (recherche-action).

Premiers resultats: Parution des Instructions Officielles sur l'enseignement à l'école élémentaire (déc. 1972).

555 GUME/Prov 2 (Göteborg, Undervisningsmetodik i engelska, projekt för provkonstruktion och utvärdering). (GUME/Tests (ESL, testing and evaluation).)
SE O 1974-1978
Lindblad, Iorsten; Hellekant, Jan.
Sup: Stukát, Karl-Gustaf.
Inst: Pedagogiska institutionen (The Department of Educational Research) Lärarhögskolan, Fack, S-431 20 Mölndal
Mölndal School of Education, Fack, S-431 20 Mölndal.
Fin: The National Board of Education.
foreign language; second language; language teaching; achievement test, achievement measurement; evaluation
langue étrangère; première langue; enseignement des langues; test de rendement, mesure du rendement; évaluation

Background: The GUME project started in 1968. GUME is short for Göteborg, Undervisnings-metoder i engelska, i.e. methods of teaching English (as a foreign language). Six parallel experiments were carried out in 1968-72 comparing three methods of teaching grammar to pupils at an intermediate level. This project was described in a number of reports and articles and summed up in the doctoral thesis of the then project head, Dr. Lennart Levin *(Comparative Studies in Foreign Language Teaching.* Stockholm: Almqvist & Wiksell, 1972). In 1972 GUME was divided into two projects, of which one, the GUME/Tests project, concentrated on test construction and evaluation in English as a second language.

Aims: The aims of the project have been and are: to construct new standardized tests of English as a foreign language for grades 6 and 8 of the elementary school *(grundskolan)*; to take part in the production and evaluation of standardized tests in English for the two-year streams of the sixth form *(gymnasium)*; to take part in the construction, evaluation, administration and norming of diagnostic and final tests for elementary school teacher trainees; to study and evaluate the suitability, statistical properties and interrelationships of different testing techniques and formats; to try to find new models for new tests, mainly tests of oral and written production; to follow three groups of pupils during a three-year period starting in grades 4 and 7 of the compulsory school and grade 1 of the *gymnasium* in order to study the growth and changes in ESL proficiency; to study, in connection with the above-mentioned longitudinal evaluation project, the factorial build-up of proficiency in the foreign language and the interrelationships between the different skills at different levels; to construct and evaluate a reading comprehension test for university students; to investigate by computer the vocabulary of some 100 text books in English used in grades 4-9 of the comprehensive school.

Results: The project has yielded and will yield two kinds of 'results': concrete results in the form of a number of tests, and research results in the form of reports presenting statistical findings and recommendations for future decisions in the ESL field. Some of the tests are strictly confidential in Sweden and teachers are not allowed to keep any copies. They can be sent to institutions abroad working on foreign language testing, however, and comments are invited.

Publ: Levin, Lennart. *Comparative studies in foreign-language teaching.* Stockholm: Almqvist & Wiksell, 1972.
Lindblad, Torsten. Klasslärarkandidaternas språkfärdighet (The foreign language command of class teacher trainees). rapport nr 39, från Pedagogiska Institutionen Lärarhögskolan i Göteborg, 1973.
Lindblad, Torsten. Försök med centrala slutprov i engelska i klasslärarutbildningen – en preliminär redovisning (Experiments with nationwide final tests in English in the training of elementary school teachers – a prelimipary report). uppsats nr 23, från Pedagogiska Institutionen Lärarhögskolan i Göteborg, 1974.
School research newsletter. National Board of Education, Bureau L3 1. Stockholm, 1974:13, October 1974.
Lindblad, Torsten. A Study of Foreign-Language Teacher Trainees. The KUL-A Project, Final Report No. 2. Linköping School of Education, 1975.
Lindblad, Torsten. OGRE-Ordförrådet i grundskolans engelskläromedel (The vocabulary of the ESL text books used in the comprehensive school). Språkpedagogik, Language Teaching Centre, College of Education, Mölndal, 1976.
Lindblad, Torsten. Vilken engelska lär sig barnen? (What kind of English do our children learn?). Göteborgs-Posten 10/5 1976.

556 Mittelfristige Curriculumforschung auf dem Gebiet des Englisch-grammatikunterricht. (Medium-term research on curricula for the teaching of English grammar.)
DE C 1972-1975
Achtenhagen, Frank; Wienold, Gotz; van Buer, Jurgen; Rösner, Hannelore; Schluroff, Michael.
Inst: Universitaet Goettingen, Seminar fuer Wirtschaftspaedagogik 34 Goettingen, Nikolausberger Weq 9b.
foreign language; English; grammar; curriculum; case study
langue étrangère; anglais; grammaire; programme d'études; étude de cas

Fachdidaktisch akzentuierte Curriculumanalysen. Fallstudie Kompendienliteraturanalyse, Lehrerbegleitheftanalyse, Unterrichtsbeobachtung (Langzeitbeobachtung), Lehrmaterialanalyse, Entwicklung eines linguistischen Modells zur Lernmaterialbeschreibung.

2 Interviews: alle Englischlehrer in 5. Klassen Gymnasium; 2 Beobachtungen alle Englischlehrer in 5. Klassen Gymnasium; 70 Tests: alle Schüler in 5. Klassen Gymnasium; 3 Inhaltsanalysen: Kompendien des Fremdsprachlichen Unterrichts.

Publ: Achtenhagen Frank u.a.: *Lehren und Lernen im Fremdsprachenunterricht.* Abschlussbericht, 2 Baende. Muenchen: Koesel, 1975.

557 Peruskoulussa valinnaisaineena opetettavan latinan kielen tutkimus. (A study on Latin as an optional subject in the comprehensive school.)
FI O 1975-1977
Sovinen, Helena; Kivimäki, Marja-Liisa.
Sup: Koskenniemi, Heikki.

Inst: Filologian laitos (Department of Philology) Yliopistonmäki, 20500 Turku 50
Turun yliopisto, Yliopistonmäki, 20500 Turku 50
Fin: Kouluhallitus/National Board of Education
language teaching; foreign language; Latin, curriculum, secondary education, option
enseignement des langues; langue étrangère; latin; programme d'études; enseignement secondaire; matière à option

After Latin had become an elective subject at the upper stage of the comprehensive school (statute 18.5.1973), the National Board of Education set up a commission to prepare a provisional curriculum (1974) containing a draft of the goals and teaching methods of a course to be taught in grades 7, 8 and 9 of the upper stage of the comprehensive school.

In order to try out this provisional curriculum while waiting for the teaching of Latin to begin in the comprehensive school in 1977, a teaching experiment was started in the experimental comprehensive school in the town of Turku in autumn 1974. This experimentation is now in its third and last year. The research project is connected with this experiment, and its aims are: 1. drafting of the main didactic principles for Latin teaching in the comprehensive school; 2. integration of the Latin curriculum with other comprehensive school teaching; 3. discovery of new forms of teaching aids and their application; 4. to revise the curriculum on the basis of experience so that it serves its purpose. An important additional aim from the practical point of view is also the production of new, practical teaching aids.

The method used is a thorough study of foreign didactic literature and learning material in the field, and the adaptation of the results of theoretic work carried out in other countries and of practical experience to Finnish circumstances.

Publ: Koskenniemi, H. (1976) *Latinan opetussuunnitelman uudistaminen*. Kanava 5, 293-297.

558 Recherches sur l'enseignment/apprentissage des langues de spécialité.
FR O 1974-1977
Duda, Richard; Henner Stanchina, Carolyn; Gremmo, Marie José; Moulden, Harvey; Regent, Odile; Roussel, Francine.
Inst: Centre de recherches et d'applications pédagogiques en langues (C.R.A.P.E.L.), 23 Boulevard Albert I, 54000 Nancy.
Université de Nancy II, 25, rue Baron Louis, 54000 Nancy.
Fin: Université de Nancy II.
written expression; oral expression; communication; foreign language; English; psycholinguistics; applied research; language teaching
expression écrite; expression orale; communication; langue étrangère; anglais; psycholinguistique; recherche appliquée; enseignement des langues

Des individus et des groupes d'individus en nombre croissant (chercheurs, techniciens, etc...) expriment le besoin d'un apprentissage rapide de variétés particulières de l'anglais définies tant du point de vue du lexique et de la morpho-syntaxe que de leur spécificité discursive.

Dans l'examen de chaque cas particulier, on tiendra compte de la nécessité: de faire vite; d'exploiter des documents authentiques; de respecter les aptitudes langagières et communicatives impliquées; de permettre aux apprenants d'accéder à une autonomie pédagogique en vue de l'élaboration d'une stratégie personnelles d'apprentissage.

Expériences réalisées en 1974-75: (1) Apprentissage de la compréhension écrite de documents spécialisés: Usine B.S.N. (lecture de notices techniques); Faculté des Sciences (lecture d'articles scientifiques); Faculté des Lettres, dans le cadre de la maîtrise d'informatique appliquée a la gestion des entreprises (lecture d'articles spécialisés). (2) Apprentissage de la communication orale: Faculté des Sciences – transfert de médium (oralisation de graphiques et de schémas); Faculté de Médecine – initation à la situation de séminaires ou de colloques (exposés, interventions, prises de parole, débats, etc.). (3) Apprentissage de l'expression écrite: Faculté de Médecine-rédaction d'abstracts et d'articles.

Travaux en 1975-1976: Elaboration de modules d'anglais médical destiné à: l'entrainement à la comprehension écrite par la pratique de diffeentes stratégies de lecture rapide (skimming, information searching, etc.); l'entrainement à la rédaction d'articles et/ou d'abstracts; l'entrainement à la compréhension orale spécialisée: utilisation de matériaux audio-visuels fournis par l'Organisation mondiale de la santé, tels que courts métrages, enregistrements video de conférences, etc.; l'entrainement à l'expression orale spécialisée (simulations d'interventions à des colloques, évaluation des informations présentées dans un autre médium, etc.).

Publ: Experiments in English for special purposes. In: *Melanges Pedagogiques*. C.R.A.P.E.L. Nancy, 1975.

559 Utvikle et undervisningsopplegg i engelsk for tredje klasse. (Development of teaching material in English for the third grade.)
NO C 1972-1976
Rustan, Marit Solheim.
Inst: Skolesjefen i Oslo. Avdeling for pedagogisk utviklingsarbeid (Superintendent of Schools in Oslo, Department of Educational Research and Innovation) Normannsgt. 57b, N-Oslo 6.
Fin: Municipality of Oslo.
foreign language; second language; English; language teaching; primary school, creative activities; dramatization; teaching aids
langue étrangère; première langue; anglais; enseignement des langues; école primaire; activités créatrices; jeu dramatique; moyens d'enseignement

The school board of Oslo asked the Department of Educational Research and Innovation to look into the possibilities of teaching English at a lower level than the 4th grade. The aim of this project was to develop teaching material in English for the 3rd grade. The teaching was oral and made use of pictures, articles, musical activities, drama and other creative work.

Sample: 1973/76 – 75 pupils from the 3rd grade, 1974/5 – 250 pupils from the 3rd grade.

Methods: The teachers formed groups and evaluated the project. The attitudes of the pupils towards the teaching material, as was the knowledge the pupils gained were tested.

The project has resulted in teaching material in English for the 3rd grade which stresses the use of pictures, articles, musical activities, drama and other creative work. The teaching material will be published.

Publ: Husby, Bård (1974): Engelsk i tredje klasse In: *P.I.P, Forsøk i Osloskolen*, 1974:1, pp. 12-13.
Engelsk i 3. klasse. Rapport nr. 32 fra Skolesjefen i Oslo, Avdeling for pedagogisk utviklingsarbeid, Oslo 1976, 76 p. + app.

Teckenspråkets lingvistiska status. (The linguistic status of sign language.) ..... **see no. 476**

Modeller för tvåspråkig undervisning av invandrarbarn. (Models for bilingual-bicultural education of immigrant children.) ..... **see no. 481**

Språkutvecklingen hos invandrarbarn i Sverige (SPRINS). (The language development of immigrant pupils in Sweden.) ..... **see no. 483**

Vieraiden kielten opetussuunniteiman kehittämisprojekti. (Project on the development of foreign language curricula.) ..... **see no. 547**

Recherches pédagogiques sur l'alphabétisation et l'enseignement du français à des travailleurs étrangers. ..... **see no. 549**

Analyse der verbalen Interaktion im Unterricht. (Analysis of verbal interactions in teaching and learning.) ..... **see no. 652**

Diagnose der Legasthenie (Verbesserung und Versuch der Entwicklung eines Instrumentariums für die Früherkennung vor Schuleintritt). (Diagnostique de la dyslexie (Essai de développer des moyens permettant de détecter la dyslexie avant la scolarité obligatoire).) ..... **see no. 672**

Acquisition du français, langue maternelle. Apparition et fonctionnement du système syntaxique. Essais d'études comparatives suivant l'origine socio-culturelle des enfants. ..... **see no. 703**

Longitudinell undersökning av vissa språkfärdigheter hos barn. (Longitudinal study of children's language performance.) ..... **see no. 708**

12500 MATHEMATICS, SCIENCE EDUCATION – MATHEMATIQUES, EDUCATION SCIENTIFIQUE – MATHEMATIK, NATURWISSENSCHAFTLICHE BILDUNG

560 Bilan des connaissances en mathématique après quatre années d'étude.
CH C 1974-1975
Rubner, Catherine.
Inst: Institut Romand de Recherches et de Documentation Pedagogiques (IRDP), Faubourg de l'Hôpital 43, 2000 Neuchâtel, Suisse.
primary education; evaluation; innovation; mathematics, new mathematics; achievement measurement; teaching objective; lower secondary
enseignement primaire; évaluation; innovation; mathématiques; mathématiques nouvelles; mesure du rendement; objectif pédagogique; secondaire premier cycle

Il s'agit de comparer les résultats des élèves ayant suivi l'ancien et le nouveau programme de mathématique. L'hypothèse de travail est que les objectifs spécifiques de chaque programme sont mieux atteints que les objectifs secondaires, ceci pour chacun des curriculums.

Pour permettre cette comparaison, on a établi un fichier rassemblant tous les types de problèmes de mathématiques proposés dans l'ancien ou dans le nouveau curriculum. On a rejeté les problèmes si spécifiques à un programme qu'une comparaison aurait été triviale. On a construit huit épreuves de chacune huit questions, couvrant tous les types observés.

Ces tests seront passés dans tous les cantons par un échantillon aléatoire d'élèves ayant terminé leur 4e année d'étude de la mathématique. On utilisera un échantillon matriciel. Ce projet se déroule parallèlement aux recherches effectuées en première année primaire (cf 75: 033 et 75: 031).

561 Die Entwicklung des Verständnisses für ökologische Regelkreise bei Jugendlichen. (Le développement de la compréhension de circuits régulateurs écologiques chez les adolescents.)
CH O 1975-1977
Kyburz-Graber, Regula.
Sup: Fischer, Hardi.
Inst: Institut für Verhaltenswissenschaft der ETH-Zürich, Turnerstrasse 1, 8006 Zürich.
adolescent; biology; comprehension; ecology; mass media; teaching; youth attitude; evaluation; experimental research; questionnaire
adolescent; biologie; compréhension; écologie; moyens d'information; enseignement; attitude de la jeunesse; évaluation; recherche expérimentale; questionnaire

Die Behandlung von ökologischen Problemen im Rahmen des Biologieunterrichtes in der Volksschule wie in der Mittelschule ist angesichts der drohenden Zerstörung unserer Umwelt zu einem zentralen Anliegen geworden. Der Forderung jedoch, dieses Unterrichtsthema in den Biologie-Lehrplan einzubauen, steht besonders in den Volksschulen manches im Wege: Die Lehrer fühlen sich wegen mangelnder Kenntnisse auf diesem Gebiet häufig nicht in der Lage, einen fachlich fundierten Unterricht zu bieten. Des weitern ist auch sehr wenig darüber bekannt, in welchem Alter und mit welcher Vorbildung die Jugendlichen die Probleme, die wegen ihrer Komplexität sehr anspruchsvoll sind, verarbeiten können.

Dem Forschungsprojekt liegt die Bestrebung zugrunde, den aktuellen Stand und das Lernverhalten betreffend das Verständnis ökologischer Regelkreise zu analysieren, damit dann aufgrund der Ergebnisse den Lehrern Vorschläge und Anleitungen gegeben werden können, wie ökologische Probleme den Schülern, der Stufe entsprechend, verständlich gemacht werden.

Der Begriff des ökologischen Regelkreises wird in das Zentrum der Analyse gestellt, weil er als wesentlicher Aspekt die Selbstregulation von Oekosystemen beinhaltet. Die Experimente, die in Schulklassen in städtischen und ländlichen Verhältnissen durchgeführt werden, bestehen aus der Aufnahme des präexperimentellen Denkens-und Wissensstandes, einem komplexen Lernschritt und der Aufnahme des postexperimentellen Standes. Die Analyse wird in entwicklungspsychologischer Sicht sowie in Abhängigkeit von Schultyp und gewissen sozialen Faktoren (wie Interesse, Medien, Familie, etc.) durchgeführt. Durch das Einbeziehen der sozialen Komponente wird der Erkenntnis Rechnung

getragen, dass gerade in der Oekologie die Schule nicht allein für die Förderung des Problemverständnisses verantwortlich sein kann, sondern dass auch ausserschulische Einflüsse eine sehr bedeutende Rolle spielen. Von Interesse ist auch eine Ausdehnung des Experimentes auf andere Bevölkerungsgruppen, wie z.B. Studenten der Forstwirtschaft, Volkshochschule, etc.

562 Dokumentation ueber Studiengaenge und Pruefungsordnungen in Didaktik naturwissenschaftlicher Disziplinen. (Documentation on study programmes and examination regulations in the didactics of natural science subjects.)

DE C 1974-1976

Geiser, Helmut; Streitz, Norbert.

Inst: Universitaet Kiel, Institut fuer die Paedagogik der Naturwissenschaften 23 Kiel 1, Olshausenstr. 40-60.

natural sciences; examination; higher education; teacher education; didactics; curriculum; examination system

sciences naturelles; examen; enseignement supérieur; formation des enseignants; didactique; programme d'études; régime des examens

Dokumentation und vergleichende Analyse über: (1) Allgemeine Studien- und Prüfungsordnungen im Bereich der NW-Didaktik (Ausbildung zum professionalisierten NW-Didaktiker), (2) Geplante Studien-und Prüfungsordnungen, (3) Ausbildungscurricula, (4) Forschungsprojekte, (5) Analyse und Beschreibung von erkennbaren Trends in den Studiengängen hinsichtlich Interdisziplinarität, Inhalten usw.

Aufbereitung von Materialien zu Dokumentationszwecken. 252 schriftliche Befragungen: Hochschulen und Institute.

563 Enquête auprès du corps enseignant de première année primaire sur l'enseignement de la mathématique.

CH O 1974-

Rubner, Catherine; Jaquet, François.

Inst: Institut Romand de Recherches et de Documentation Pédagogiques (IRDP), Faubourg de l'Hôpital 43, 2000 Neuchâtel, Suisse.

cognitive development; teacher; primary education; innovation; new mathematics; teaching method; motivation; teaching programme; teacher-pupil relation

développement cognitif; enseignant; enseignement primaire; innovation; mathématiques nouvelles; méthode pédagogique; motivation; programme d'enseignement; relation maître-élève

Le but de l'enquête est de déterminer si des modifications devraient être apportées de façon urgente au curriculum de mathématique introduit dans l'enseignement de base en Suisse romande.

Tous les enseignants qui ont eu l'occasion de parcourir le programme entier avec leurs élèves ont été interrogés. Leur opinion sur les résultats sera mise en relation avec les méthodes qu'ils déclarent utiliser et avec leur conception de l'enseignement des mathématiques. On espère ainsi faire apparaître non seulement des résultats globaux moyens, mais encore des types de réactions caractéristiques et leurs déterminants, de façon à pouvoir suggérer des corrections éventuelles.

L'enquête est menée avec la participation de la Commission d'Evaluation de l'Enseignement de la Mathématique et porte sur l'enseignement primaire, première année. 1350 questionnaires ont été reçus en retour des six cantons romands.

Publ: Rapports et documents de l'Institut Romand de Recherches et de Documentation Pédagogiques sur le project: IRDP 75/11 et 12.

564 Entwicklung eines Chemie-Curriculum fuer die Orientierungstufe (Klassenstufe 5 und 6). (Development of a chemistry curriculum for grades five and six (guidance period).)

DE C 1969-1975

Weninger, Johann; Wegener, Bernhard.

Inst: Universitaet Kiel, Institut fuer die Paedagogik der Naturwissenschaften, Abt. Didaktik der Chemie, 23 Kiel 1, Olshausenstr. 40-60 c/o Helga Pfundt.

chemistry; teaching; learning; curriculum; guidance period; lower secondary

chimie; enseignement; acquisition de connaissances; programme d'études; cycle d'orientation; secondaire premier cycle

Konstruktion von Unterrichtsanleitungen für den Chemieunterricht, nach denen ein dem Schüler angemessener Unterricht in über mehrere Klassen vergleichbarer Form erteilt werden kann. Iterative Optimierung von Curriculummaterialien in Schulklassen durch formative Evaluation.

50 schriftliche Befragungen: Lehrer aller Schularten in Schleswig-Holstein (Haupt-, Realschule, Gymnasium); 150 Beobachtungen: Schüler aller Schularten in Kiel (Haupt-, Realschule, Gymnasium; 5. und 6. Schuljahr). 1.500 Tests: Schüler aller Schularten in Schleswig-Holstein (5. bis 7. Schuljahr).

Ergebnisse:

1. Die Zusammenarbeit von Lehrern verschiedener Schularten bei der Ausarbeitung des vorliegenden Unterrichtsansatzes und der dazugehörigen Materialien war erfolgreich möglich.

2. Standarisierter Unterricht in verschiedenen Schularten auf dieser Altersstufe unter Leistungsdifferenzierung ist durchführbar.

3. Bei gleichem (standardisiertem) Unterricht tritt ein grösserer Zeitbedarf in den Haupt- und Realschulklassen der Erprobungspopulation auf.

Publ: *IPN:IPN Curriculum Chemie* (Unterrichtseinheiten C.1.1. bis C.1.8.). Stuttgart: Ernst-Klett-Verlag, 1971-74.

565 Idéskisser til en virkelighetsnaer matematikk. (An outline for a realistic mathematics curriculum.)

NO O 1976-1978

Hole, Arne; Haaland, Ivar; Hole, Bjorn.

Sup: Harboe, Bård.

Inst: Stavanger Laererskole (Stavanger Teachers College) Box 2521, Ullandhaug, N-4001 Stavanger.

Fin: Ministry of Church and Education, Institute of Applied Social Research.

mathematics; applied mathematics; curriculum subject; teaching method

mathématiques; mathématiques appliquées; matière d'enseignement; méthode pédagogique

Background and aims: Mathematics teaching has traditionally tended to cater for the limited category of pupils who could reach high standards, and is to that extent inappropriate to the present need for an increasingly broad population of school leavers to possess sound basic skills. The project aims at developing a mathematics curriculum that may be appropriate for a much broader population. The conclusions of the project will take the form of a suggested basic curriculum together with methodological guidelines for teaching. Emphasis will be put on realistic tasks and problems.

Methods: The results of projects undertaken abroad will be analysed and, where appropriate, applied to Norwegian conditions.

566 IPN-Einheitenbank 'Curriculum Biologie'. (IPN item bank 'Curriculum Biology'.)

DE C 1971-1976

Schaefer, G.; Bayrhuber, H.; Isensee, W.; Dumpert, K.; Kattmann, U.; Eulefeld, G.; Marquardt, B.; Rimmele, R.; Schilke, K.; Wedekind, J.

Inst: Universitaet Kiel, Institut fuer die Paedagogik der Naturwissenschaften (IPN), Abt. Biologie, 23 Kiel 1, Olshausenstr. 40-60.

biology; data bank; curriculum; sex education; innovation

biologie; banque de données; programme d'études; éducation sexuelle; innovation

Unterrichtseinheiten zur punktuellen Innovation im allgemeinbildenden Schulwesen; inhaltliche Schwerpunkte: 1. anthropologische Fragen (Rassenproblematik) 2. Sexualkunde 3. Physiologie in unteren Klassen 4. kybernetische Strukturen im ökologischen Bereich 5. Integration verschiedener Fächer innerhalb der Biologie.

Iteratives Entwicklunsverfahren mit jewejls 3 - 4 Durchgängen. ca. 25 Interviews: Biologielehrer; ca. 25 schriftliche Befragungen: Biologielehrer; ca. 750 Beobachtungen: Schüler verschiedener Schultypen; ca. 750 Tests: Schüler verschiedener Schultypen.

Hohe Erfolgsquote betr. Leistung und Motivation der Schüler (Erprobung in 3 Schritten).

Publ: *Unterrichtseinheiten*: 'Der Mensch und die Tiere', 'Sexualitaet der Menschen', 'Die Bewegung unseres Koerpers', 'Nahrungsmittel und Verdauung' und 'Biologisches Gleichgewicht', erschienen im Aulis-Verlag, Koeln.

567 Laboratoire de recherche sur l'enseignement des sciences physiques et de la technologie.

FR O 1971-

Delacote, Goéry; Durey, Alain; Martinaud, Jean-Louis; Toussaint, Jacques; Guesne, Edith; Tiberghien, Andrée; Viovy, Roger.

Sup: Delacote, Goéry (Professeur à l'Université de Paris VII, responsable du G.T.C.R.E.P.).

Inst: Laboratoire de physique. Groupe de travail de la Commission de la Rénovation de l'Enseignement de la Physique (G.T.C.R.E.P.), 24, rue Lhomond 75005 Paris.

Université de Paris VII, 2, Place Jussieu – Tour 23 – 5e étage 75005 Paris.

Fin: Ministère l'Education – Direction Générale de la Recherche Scientifique et Technique (D.G.R.S.T.) – C.N.R.S. (E.R.A.).

science education; chemistry; physics; technology; lower secondary; experimental education; integrated curriculum; action research; reform of education

éducation scientifique; chimie; physique; technologie; secondaire premier cycle; pédagogie expérimentale; programme d'études intégré; recherche action; réforme de l'enseignement

Origine et buts: Le Groupe de travail permanent de la Commission fonctionne depuis 1971 et a pour tâche dans le cadre de la Commission Lagarrigue de mettre au point un enseignement de la chimie, physique et technologie pour les classes du premier cycle secondaire. Les buts du groupe sont: l'élaboration de thèmes d'enseignement, la mise au point de matériel pédagogique, l'organisation de l'expérimentation et l'évaluation.

Le plan de recherche est le suivant: étude par un petit groupe de chercheurs, au minimum deux, d'un thème d'enseignement, expérimentation, évaluation. Un certain nombre de ces 'modules' forme l'ensemble d'une année d'enseignement. Le professeur choisit dans les modules proposés quatre thèmes qui conviennent à sa classe.

L'échantillon pour l'expérimentation dans les collèges d'enseignement secondaire est de 200 professeurs et environ 10.000 élèves pour les quatre modules expérimentés en 1975-76.

Les méthodes au niveau du Groupe de travail consistent à choisir un thème, à l'élaborer en petit groupe, à le tester sur 5 ou 6 élèves, puis à l'expérimenter dans un échantillon de C.E.S. répartis sur toute la France. L'évaluation de cette expérimentation se fait d'une part par les journaux de bord tenus pour chaque séance par les professeurs, d'autre part par des questionnaires pour les professeurs et élèves, au début et à la fin de cette expérimentation. Les résultats sont discutés au cours de stages organisés tous les ans, où se retrouvent chercheurs et professeurs expérimentateurs.

Publ: Delacote, Goéry. Un groupe de travail pourquoi faire. In: *Bulletin de la société française de physique*, 1973/mars.

Delacote, Goéry. L'enseignement intégré des sciences, un exemple parmi tant d'autres. In: *Science et technologie*. Conférence internationale sur l'enseignement de la physique, Edimbourg, 1975.

Delacote, Goéry. Plaidoyer pour une recherche sur l'enseignement des sciences physiques. In: *Acutalité chimique*, 1976/1.

568 Längsschnittuntersuchung über die Auswirkungen des Unterrichts in der 'Neuen Mathematik' auf Rechenfähigkeit und Rechenfertigkeit. (Longitudinal study on the effects of the teaching of 'New Mathematics' on capacities and skills in computation.)

AT O 1975-

Bruckmayr, Friedrich; Schweinberger, Konrad; Parisot, Karl-Josef.

Inst: Pädagogisches Institut des Bundes, A-5020 Salzburg, Akademiestrasse 25/III.

Fin: Pädagogisches Institut des Bundes in Salzburg.

mathematics; new mathematics; logical thinking; calculation; teaching method; primary school; marking; achievement; forecasting

mathématiques; mathématiques nouvelles; pensée logique; calcul; méthode pédagogique; école primaire; notation; rendement; prévision

This project intends to test the hypothesis according to which 'New Mathematics' in primary schools has a positive effect on mathematical-logical

thinking without diminishing the arithmetical skills. The study will also provide information on the prognostic value of grades in mathematics in connection with further academic achievements.

This study covers 10 primary school classes in the cities of Salzburg and Hallein from the entry into school through the fourth grade. There are plans for a continuation into higher grades.

The method is based on the development of special mathematical problems for testing purposes with regard to the theory of sets. Intelligence tests (individual as well as group tests) and questionnaires will also be employed.

565 Matematiikan oppimistulosten arviointi. (Evaluation of learning results in mathematics.)

FI O 1974

Korhonen, Hannu; Kupari, Pekka Antero.

Sup: Saari, Hannu.

Inst: Kasvatustieteiden tutkimuslaitos (Institute for Educational Research) Seminaarinkatu 15, 40100 Jyväskylä 10.

Jyväskylän yliopisto, Seminaarinkatu 15, 40100 Jyväskylä 10.

Fin: Kouluhallitus/National Board of Education.

primary education; secondary education; curriculum; evaluation; mathematics; achievement; achievement test

enseignement primaire; enseignement secondaire; programme d'études; évaluation; mathématiques; rendement; test de rendement

The project on the evaluation of achievement in mathematics is part of development work sponsored by the National Board of Education dealing with the evaluation of primary school and secondary school curricula and the development of evaluation methods. The aim is to carry out measurements of pupils' learning results at specified behaviour levels, to map the attainment of the minimum satisfactory level of achievement, to study pupils' learning difficulties, and to facilitate the choice of sets at the upper level of the comprehensive school.

The subjects have been selected from the comprehensive school and the upper secondary school classes by means of stratified sampling, and at each grade level the tests have been taken by approx. 1,000 pupils. Information on learning results in mathematics has been collected by means of school achievement tests constructed on the basis of an analysis of curricula and textbooks, and teacher and pupil questionnaires. The learning results have been compared as regards courses and the content areas of the tests and in relation to the curriculum.

The test results indicate that the operationalizations of the content goals of the curriculum put forward in the textbooks of grades 5 and 6 of the comprehensive school are somewhat too demanding. Many pupils failed to reach a level which is considered the minimum satisfactory level of achievement. Differences in achievement were distinct between the long-and the short-course set of grade 7 of the comprehensive school. The short course pupils clearly did not master the fundamentals, although they were given special attention, especially the low-achievers. The entry diagnostic test in upper secondary mathematics also showed serious deficiencies in pupils' knowledge of mathematics.

Publ: Korhonen, H. (1975) *Peruskoulun yhteiset kokeet, lukuvuonna 1973-74.* Yläasteen matematiikan kokeet ja koetuloksia. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Selosteita ja tiedotteita, 41. 42 p. ISBN 951-677-474-1

Korhonen, H. (1975) *Peruskoulun yhteiset kokeet lukuvuonna 1974-75.* Ala-asteen matematiikan kokeet ja koetuloksia. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Selosteita ja tiedotteita, 44. 45 p. ISBN 951-677-502-0.

Kupari, P. (1976) *Keskiasteen koulujen yhteinen koe syksyllä 1975.* Lukion matematiikan lähtötasokoe ja koetuloksia. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Selosteita ja tiedotteita, 65. 58 p. ISBN 951-677-634-5

Pasanen, T. (1976) *Peruskoulun yhteiset matematiikan kokeet lukuvuonna 1972-73.* Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Selosteita ja tiedotteita, 71. 100 p. ISBN 951-677-677-9

Kupari, P. (1976) *Peruskoulujen yhteinen koe syksyllä 1975.* Yläasteen matematiikan lähtötasokoe ja koetuloksia. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Selosteita ja tiedotteita, 73. 56 p. ISBN 951-677-678-7

570 Mesure du résultat de l'enseignement de la mathématique à l'école primaire.

CH O 1974-1977

Jaquet, François.

Inst: Institut Romand de Recherches et de Documentation Pédagogiques (IRDP), Faubourg de l'Hôpital 43, 2000 Neuchâtel, Suisse.

learning process; cognitive development; primary education; evaluation; new mathematics; achievement measurement; teaching objective; logical thinking; teaching programme

apprentissage; développement cognitif; enseignement primaire; évaluation; mathématiques nouvelles; mesure du rendement; objectif pédagogique; pensée logique; programme d'enseignement

L'objectif est de mesurer quels sont les effets du nouvel enseignement de la mathématique, non seulement dans le domaine des connaissances scolaires des élèves, mais aussi sur le développement de leurs structures logiques.

L'hypothèse de travail est en effet que le nouveau curriculum développe mieux que l'ancien le raisonnement logique des élèves. Ceci implique la définition d'objectifs pédagogiques d'un genre nouveau et la construction d'épreuves révélatrices du processus de pensée suivi par l'élève.

Parallelement l'IRDP interroge les enseignants sur les résultats obtenus par leur présentation du nouveau programme et fait une analyse des moyens d'enseignement utilisés (cf 75: 034 et 75: 031). Des membres de la Commission d'Evaluation de l'Enseignement de la Mathématique participent aux travaux.

571 Miljølaereprosjektet. (Environmental education in primary school (1-6): a curriculum development project.)

NO O 1969-1977

Bjørndal, Bjarne; Lieberg, Sigmund

Inst: Pedagogisk Forskningsinstitutt (Institute of Educational Research) Box 1092, Blindern N-Oslo 3.

University of Oslo, Blindern, N-Oslo 3.

Fin: Ministry of Church and Education, Institute of Educational Research.

primary school; curriculum; integrated curriculum; interdisciplinary; ecology; environment; teaching aids; learning kit; innovation; information dissemination; interview; questionnaire

école primaire; programme d'études; programme d'études intégré; interdisciplinaire; écologie; environnement; moyens d'enseignement; valise pédagogique; innovation; diffusion de l'information; entretien; questionnaire

Aims: (1) to develop series of teaching-learning units in environmental education for primary school, grades 1-6. (2) To gain experience of a theoretical methodological model for planning and teaching environmental education themes with special regard to the relationship between educational and interdisciplinary factors. (3) To test a model for the diffusion of educational and environmental information to teachers. (4) To develop an interdisciplinary and co-operative approach for planning teaching-learning units. (5) To gain experience of teaching controversial issues in environmental education. (6) To qualify teachers for planning and teaching their own teaching-learning units in environmental education.

Sample and methods: The sample consists of approximately 20 classes at each of the grades 3-6, - altogether 80 teachers and 2,000 pupils from 8 regions in Norway. Formative evaluation based upon:

- teachers' reports,
- teachers' interviews,
- questionnaires or tests of pupils' attitudes, interests and motivation.

Preliminary results: No final evaluation report is available so far. Some indicators point to the following changes in the teaching strategies in the trial schools:

- more time spent on student activities such as excursions, laboratory work, experiments, etc.
- more stress on the affective aspects of teaching;
- more work on planning and structuring of learning activities;
- change from subject-based to integrated approach.

Publ: Bjørndal, B. & Lieberg, S. Miljølaere i grunnskolen. In: *Vår skole*. vol. 60, nr. 4/5, 1974, pp. 164-168.

Bjørndal, B. & Lieberg, S. Environmental education in primary school. A presentation of a Norwegian curriculum development project. In: *Scandinavian Journal of Educational Research*, vol. 19, 1975, pp. 131-151.

Bjørndal, B. & Lieberg, S. *Innføring i økopedagogikk. En studiehåndbok for laerere*. Oslo: Aschehoug, 1975, 119 p.

Lieberg, S. Miljølaereprosjektet. Erfaringer med prosjektledelse, tverrfaglig samarbeid, samarbeid med laerere/skoler og pedagogiske sentra. In: *Forsøks- og utviklingsarbeid i laererutdanninga*. Oslo: Universitetsforlaget, 1976. pp. 55-83.

572 Ny regning. (New mathematics.)

NO O 1969-1979

Johannessen, Kjell-Eirik.

Inst: Skolesjefen i Oslo. Avdeling for pedagogisk utviklingsarbeid (Superintendent of Schools in Oslo. Department of Educational Research and Innovation) Normannsgt. 57 b N-Oslo 6.

Fin: Municipality of Oslo.

primary education; lower secondary; new mathematics; teacher; teacher education; teaching practice; comparative analysis; Denmark; Norway

enseignement primaire; secondaire premier cycle; mathématiques nouvelles; enseignant; formation des enseignants; pratique pédagogique; analyse comparative; Danemark; Norvège

MUNK (Matematikk Undervisningens Nordiske Komite = Nordic Committee on Education in Mathematics) having conducted some promising developmental work in new mathematics, the local school authorities in Oslo and in Copenhagen have taken the initiative to continue this activity. The aims of the project are to find out how teachers with regular teaching practice are able to master the teaching of new mathematics in the elementary school, how children learn certain mathematical concepts, and how they are able to apply these when solving practical mathematical problems.

Sample: The experimental group consists of 6 elementary schools in Oslo (20 classes) and 13 elementary schools in Copenhagen (20 classes). There is also a control group of the same size.

Methods: The pupils are tested, and there is a questionnaire for teachers. Feedback is provided for the authors of mathematics textbooks. New textbooks are tried out.

Preliminary results: The earlier most commonly used mathematical textbooks for the 2nd grade would seem to be not very effective. Use of symbols and theory in new mathematics 'Ny regning' for the 1st-3rd grades does not exceed the pupils' ability.

Publ: Johannessen, Kjell-Eirik (1973): 'Ny regning' på barnetrinnet – et dansk-norsk samarbeid. In: *P.I.P. Forsøk i Osloskolen*. 1973: 1, pp. 10-11.

Matematikkundervisning i 2. og 3. klasse – 'NY REGNING' – et samarbeidsprosjekt mellom Københavns Kommunale Skolevaesen og Skolesjefen i Oslo, Delrapport 1970/71 til 1972/73. Rapport nr. 31 fra Skolesjefen i Oslo, Avdeling for pedagogisk utviklingsarbeid, Oslo 1976, 76 p. + app.

573 Proyecto Granada-Mats: Análisis de los contenidos indicativos oficiales en el área de expresión matemática para la segunda etapa de E.G.B. (Granada-Maths Projects: analysis of the mathematics programmes for the second stage of primary education.)

ES O 1973-1977

Rico Romero, Luis; Corpas Herenas, Antonio; Fernández Cano, Antonio; González, José; López, Felipe; Mesas García, Tomás; Saenz Barrio, Oscar; Valenzuela, Julián.

Inst: Instituto de Ciencias de la Educación de la Universidad de Granada (Institute of Educational Sciences) Plaza de la Universidad, Granada.

Instituto Nacional de Ciencias de la Educación, Ciudad Universitaria, Madrid-3.

Fin: Instituto Nacional de Ciencias de la Educación, Ciudad Universitaria, Madrid-3.

mathematics; performance; primary education; achievement test; follow-up study; teaching programme

mathématiques; performance; enseignement primaire; test de rendement; étude longitudinale; programme d'enseignement

When in 1971 primary education was extended to include the then first stage of secondary education, the Ministry outlined some experimental guidelines to teachers. The aim of this research project is to conduct a scientific investigation into the mathematics programme for grades 6-8, and to test its adequacy and its suitability for the graduation examination of the pupils.

The experimental variable is a programme of performance aims whereas the dependent variable is evaluated in terms of the learning categories of the National Longitudinal School Mathematical Abilities (NLSMA). The programme uses self-instruction work cards.

A list of performance aims applied to a representative sample has made it possible to obtain degrees of difficulty and levels of success for each unit to be taught and therefore to foresee the performance of other pupils of the same age. If an indefinite series of samples yields results congruent with these levels of difficulty and success, it can be deduced that the population will behave in the terms previously established in the hypothesis.

4,500 pupils from 120 schools, stratified according to place of residence, type of school, sex, and number of pupils per class.

The data were gathered through tests, and the items checked with the NSLMA and analysed. Each course was conducted for two years and the results were contrasted with tests of homogeneity thus obtaining indices of discrimination and difficulties.

The mathematics programmes have been elaborated in the form of operational instruction objectives with their corresponding index of difficulty and a collection of 1,219 items by which to evaluate them.

574 Rénovation pédagogique de l'enseignement universitaire de la chimie: recherches en didactique de la chimie.

FR O 1972-1978

Castagna, Bernard; Gomel, Maurice; Monteau, Joël; Dumas, Jean-Max; Guerin, Maurice.

Sup: Gomel, Maurice (Directeur de l'Institut de Préparation aux Enseignements du Second Degré (I.P.E.S. Sciences)).

Inst: U.E.R. de Sciences Exactes et Naturelles. Institut de Préparation aux Enseignements du Second Degré – Sciences (I.P.E.S.-Sciences), 40, Avenue du Recteur Pineau, 8600 Poitiers.

Université de Poitiers, 15, rue de Blossac, 8600 Poitiers.

Fin: Subvention du Secrétariat d'Etat aux Universités.

science education; chemistry; higher education; first stage; teaching method; teaching aids; experimental education

éducation scientifique; chimie; enseignement supérieur; premier cycle; méthode pédagogique; moyens d'enseignement; pédagogie expérimentale

Origine et buts: Etude des objectifs pédagogiques et de contenu de l'enseignement universitaire de la chimie. Organisation modulaire de cet enseignement.

Echantillon et méthodes: Expérimentation dans des UER (Unités d'Enseignement et de Recherche). Analyse du contenu de l'enseignement expérimental de la chimie dans le premier cycle des universités.

Cette recherche doit aboutir à: – la rénovation des méthodes pédagogiques utilisées dans le premier cycle de l'enseignement supérieur; – la rénovation des actions pédagogiques de l'enseignement supérieur au travers de nouvelles filières de formation consécutives à des enquêtes nationales sur les profils souhaitables; – la rénovation des procédés d'évaluation (examens de l'enseignement supérieur) consécutive à une analyse docimologique des valeurs prédictives de diverses épreuves d'examen; – la rénovation ou la création de procédés originaux 'accueil-encadrement-information-orientation' des étudiants au niveau du premier cycle; – proposition d'une procédure pédagogique utilisable pour la formation des professeurs de chimie.

Publ: Gomel, Maurice. Pour une stratégie globale de l'enseignement de la chimie en France. Bilan d'une expérimentation suivie. In: *L'Actualité chimique*, 1974/1 pp. 26-31.

Gomel, Maurice. La thèse de doctorat d'Etat. Le '2eme Sujet'. Proposition d'une conception nouvelle. In: *L'Actualité chimique*, 1976/3, p.3.

An investigation into the use of geophysical techniques in sixth form science teaching. ..... see no. 502

Endausbau des Aachener Computer-Unterstützten-Unterrichts (CUU)-Systems und Entwicklung neuer Teachware-Pakete als Bestandteile unterrichtswissenschaftlicher Forschung zum CUU im Rahmen des Projektes Datenverarbeitung im Bildungswesen. (Final stage in the development of the Aachen computer-assisted instruction system and development of new software for teaching and learning.) ..... see no. 603

Experiment und Spiel im Unterricht des Funktionsbegriffs in der Volksschule. (Expérimentation et jeu dans l'enseignement du concept de fonction au niveau de la scolarité obligatoire.) ..... see no. 637

Production of materials in school chemistry with affective content, and their assessment. ..... see no. 656

12600 SOCIAL SCIENCES. HISTORY. PHILOSOPHY – SCIENCES SOCIALES. HISTOIRE. PHILOSOPHIE – SOZIALWISSENSCHAFTEN. GESCHICHTE. PHILOSOPHIE

575 Analyse av læreboker i samfunnsfagene historie, samfunnskunnskap og geografi i grunnskolen sett i lys av målsettingens påbud om oppdragelse til bestemte politisk viktige holdninger. (An analysis of textbooks in the social sciences (history, geography and civics) in primary school, according to the objectives of political education and attitudes.)

NO O 1975-1977

Heide, Hjørdis Kristine.

Sup: Galtung, Johan; Nordland, Eva.

Inst: Landingsveien 102 B, N-Oslo 7.

Fin: Ministry of Church and Education.

social sciences; history; geography; civics; political education; social studies; aims of education; value; value system; textbook; content analysis

sciences sociales; histoire; géographie; éducation civique; éducation politique; études sociales; finalité de l'éducation; valeur; système de valeurs; manuel d'enseignement; analyse de contenu

Among the aims of education in social subjects should be the promotion of values and attitudes which stimulate pupils towards active and responsible social participation, and which help pupils to understand how conflicts can emerge and how co-operation can be established and maintained.

The intentions of the project are to find out to what degree the textbooks published are suitable for attaining the aim mentioned above.

Both teaching methods and ideal content of the textbooks will be analyzed.

576 Bestandsaufnahme: Sozialkundeunterricht. (Assessment of teaching and learning in social studies.)

DE C 1972-1975

Marz, Fritz; Kohl, Werner; Steingrüber, Dieter.

Inst: Erziehungswissenschaftliche Hochschule Landau, Seminar Politikwissenschaft, Fb. II 6740 Landau, Im Fort 7.

social studies; political education; questionnaire; assessment; lower secondary; teacher behaviour; civics

études sociales; éducation politique; questionnaire; appréciation; secondaire premier cycle; comportement de l'enseignant; éducation civique

Ziele: Erfassung von Informationsverhalten und Informationsniveau. Ermittlung der Engagementbereitschaft und des Demokratieverständnis von Hauptschülern und ihren Lehrern. Gewinnung von Vorstellungen zu Lernzielen und Lerninhalten und zur Planung und Durchführung des Unterrichts.

Repräsentativerhebung (Zufallsstichprobe) für Rheinland-Pfalz. Querschnittsanalyse. Schriftliche Befragung: Hauptschüler in Rheinland-Pfalz (alle 9. Klassen), Sozialkundelehrer.

577 Lokalhistorie i skolen. (Local history at school.)

NO O 1974-1977

Angvik, Magne.

Inst: Avdeling for samfunnsfag (Department of Social Studies) Landåssvingen 15, N-5030 Landås.

Bergen Teachers College, Landåssvingen 15, N-5030 Landås.

Fin: Ministry of Church and Education.

history; local studies; teaching method; teacher education; local community

histoire; études locales; méthode pédagogique; formation des enseignants; collectivité locale

Aims: (1) To try out new methods in arranging material for the teaching of local history at school; (2) To enable teachers to obtain experience in using different kinds of environmental material as part of their postgraduate work; (3) To elaborate and try out on a small scale various study units relating to different locations in Norway.

Six different study units are being tried out at different schools in Western Norway. Another two will be completed in the near future.

Oppiaines opetusvälinevalintoihin vaikuttavana tekijänä peruskoulun historian-opetuksen opetusvälinejärjestelmää kehitettäessä. (Teaching content as a determinant of the selection of teaching aids in developing a material-media system for comprehensive school history teaching.) ..... see no. 593

Undersökningen 'Tidningen i skolan', politisk socialisation av svenska skolbarn med speciell tonvikt på betydelsen av bruket av tidningar i en experiment situation. ('Newspapers in School', political socialization of Swedish school children with special emphasis on the impact of newspapers in an experimental situation.) ..... see no. 596

Lehr- und Lernmodelle für Gruppen. (Teaching and learning models for groups.) ..... see no. 604

Reform des Handarbeitsunterrichtes (HA) und Hauswirtschaftsunterrichtes (HW) im Kanton Luzern. (La réforme de l'enseignement ménager et des travaux manuels dans le canton de Lucerne.) ..... see no. 607

Dokumentation zur politischen Bildung. (Study on documentary material for use in political education.) ..... see no. 654

Eficacia respectiva de tres tipos de orientaciones pedagogicas sobre los problemas y trastornos escolares a nivel de Educacion General Bastica. (Efficacy of three types of educational guidance as regards school problems and disorders at primary education level.) ..... see no. 667

12700 ART. MUSIC. SPEECH – ART. MUSIQUE. PAROLE – KUNST. MUSIK. SPRECHEN

578 Suzuki method of teaching the violin in the English state system.

GB O 1971-1977

Middlemiss, Jean; Salder, Jean; Brunner, Helen; Westcombe, John.

Inst: The Rural Music Schools Association (R.M.S.A.), Little Benslow Hills, Hitchin, Herts.

Fin: Gulbenkian and Leverhulme Trusts.

music; musical instrument

musique; instrument de musique

It is a widely held view that stringed instrument playing standards are in danger of falling behind those achieved by woodwind and brass instruments, due to slower speed of progress which is possible, even by the talented pupil.

With this in mind, an indepth investigation was set up by the R.M.S.A. with the collaboration of Hertfordshire Education Authority to establish centres for the teaching of the violin as nearly as possible following the principles as expounded by the Japanese teacher Shinichi Suzuki.

Methods: Practical application with young pupils. Parental participation and adherence to Suzuki's published principles, including use of recordings, paced and progressive music exercises.

12800 PHYSICAL EDUCATION. HEALTH EDUCATION – EDUCATION PHYSIQUE. EDUCATION SANITAIRE – LEIBESERZIEHUNG. GESUNDHEITSERZIEHUNG

579 Trafikkopplaeringa i grunnskolen. (Road safety education in primary and lower secondary schools.)
NO O 1974-1977
Arnestad, Aashild Bjerke.
Inst: Levanger Laererskole (Levanger Teachers College) N-7600 Levanger.
Fin: Ministry of Transport; Ministry of Church and Education.
road safety; teacher education; teaching method; attitude; primary school; secondary school; questionnaire; survey
sécurité routière; formation des enseignants; méthode pédagogique; attitude; école primaire; école secondaire; questionnaire; enquête

The aims of the project are: (1) to describe and analyse road safety education in primary and secondary schools with a view to content and teaching methods in connection with background variables such as teachers' education, resources of the school and the traffic density in the area; (2) to describe and analyse the pupil's understanding of and attitudes towards traffic regulations.

Sample and methods: Questionnaires to pupils in 3rd, 6th and 9th grades – in all to 96 schools and 144 classes. Questionnaires to the teachers of these pupils and to an equal number of teachers of the same grades. Short questionnaires to headmasters and to municipal officers.

Pikkulasten liikunta. (The motor development and physical education of children in day-care centres.) ..... see no. 494

Prosjekt fritid og idrett blant barn og ungdom. (Project on leisure and sport among children and young people.) ..... see no. 610

12900 MEDICINE. ENGINEERING. AGRICULTURE. COMMERCE – MEDECINE. INGENIERIE. AGRICULTURE. COMMERCE – MEDIZIN. INGENIEURWESEN. LANDWIRTSCHAFT. HANDEL

580 Beziehungen von Schulkindern zur Technik. Empirische Untersuchungen ueber Einstellung, Wissen, Verstaendnis und Erfahrungen bei Schuelern des fuenften Schuljahres. (Empirical research into children's attitudes towards technology. Knowledge, comprehension and experience among 5th grade pupils.)
DE C 1973-1975
Angele, Erwin.
Inst: Paedagogische Hochschule Westfalen-Lippe, Abt. Bielefeld FB IV, Lehrstuhl; Technologie und Didaktik des technischen Werkens, 48 Bielefeld 1, Lampingstr. 3.
pupil; attitude; technology; knowledge level; sex difference; parental attitude; motivation; technical education
élève; attitude; technologie; niveau de connaissance; différence de sexe; attitude des parents; motivation; enseignement technique

Es sollen Erkenntnisse uber folgende Faktoren bei Schulkindern gewonnen werden: (1) Einstellung zur Technik, (2) Wissen uber technische Sachverhalte, (3) Technisches Verstandnis, (4) Erfahrungen aus dem Umgang mit technischen Objekten, (5) Zusammenhange zwischen diesen vier Beziehungen zur Technik (6) Zusammenhange zwischen der Wohnregion der Schuler (Stadt oder Land) und den Beziehungen zur Technik, (7) Zusammenhange zwischen dem Besuch einer der drei Schularten (Hauptschule, Realschule, Gymnasium) und den Beziehungen zur Technik, (8) Zusammenhange zwischen dem Geschlecht der Schüler und den Beziehungen zur Technik, (9) Zusammenhange zwischen technischem Beruf der Eltern und den Beziehungen der Kinder zur Technik, (10) Zusammenhange zwischen technischen Hobbys der Eltern und den Beziehungen der Kinder zur Technik.

Datenerhebung und Auswertung mit statistischen Methoden. Test: 492 Schüler des 5.Schuljahres in der Bundesrepublik Deutschland.

Die Ergebnisse sollen als Grundlage für curriculare Entscheidungen im Bereich der technischen Bildung dienen.

Publ: Angele, Erwin: *Beziehungen von Schulkindern zur Technik.* Empirische Untersuchungen ueber Einstellung, Wissen, Verstaendnis und Erfahrungen bei Schuelern des fuenften Schuljahres (Dissertation), Bielefeld, 1975.

581 Das programmierte Lehrsystem Elektronik-Elektrotechnik. Entwicklung und Evaluation. (Development and evaluation of the programmed learning system 'Electronics-electrical engineering'.)
DE C 1974-1975
Oertel, R.; Lohmoller, Jan-Bernd; Schulte, Christian.
Inst: Institut fuer Film und Bild in Wissenschaft und Unterricht, 8022 Gruenwald bei Muenchen, Bavaria-Film-Platz 3.
electronics; electrical engineering; programmed learning; evaluation; adult education; curriculum
électronique; électrotechnique; enseignement programmé; évaluation; éducation des adultes; programme d'études

Allgemeine Evaluationsziele (summativ, formativ): – Lerneffizienz des Lehrsystems, – Revisionshinweise, – Hinweise zum Einsatz des Systems. Probleme selbstgesteuerter Lernprozesse in der Erwachsenenbildung.

Feldforschung. Erfassung des Lernprozesses und Lernerfolges in Abhangigkeit personen- und medienspezifischer Variablen. 143 schriftliche Befragungen Erwachsene in Weiterbildung oder Umschulung.

Resultate: Positiver Lernerfolg. Revisionshinweise für Lehrsystem. Differenzierung der Einsetzbarkeit. Modell zur Überprüfung selbstgesteuerter Lernprozesse.

Publ: Oertel, R. Lohmueller, J.B. *Das programmierte Lehrsystem Elektrotechnik-Elektronik.* Entwicklung und Evaluation. AV-Forschung, Muenchen, 1976.

582 Erwartungen der Tiroler Bauern an das Ländliche Fortbildungsinstitut (LFI) Tirol. (Expectations of farmers in the Tyrol with respect to the LFI (Institute for continuing education in the rural areas).)
AT O 1975-1976
Schermer, Johann.
Inst: Landeslandwirtschaftskammer für Tirol, A-6020 Innsbruck, Brixnerstrasse 1.
agriculture; agricultural extension; vocational information; guidance; adult education; life-long education; demand for education
agriculture; vulgarisation agricole; information professionnelle; orientation; éducation des adultes; éducation permanente; demande d'éducation

This study was based on the necessity of evaluating the activities of the LFI in the areas of continuing education, guidance, and information, with regard to what is being offered as well as to the methods employed (use of media).

For this purpose an investigation into the degree of interest as regards the activities of the LFI among the rural population of the Tyrol was carried out. 632 farmers of the Tyrol were interviewed. Investigations were carried out in the form of questionnaires (distributed via the district farmers' associations). They were subjected to linear evaluation.

The evaluation showed that the interest is concentrated – though with regional variations – on obtaining more information on house and stable construction as well as on plant protection and weed and pest control. Increased diversification in what is being offered in these areas appears to be necessary. With regard to the use of the media, it was found that the distributed fact sheet proved more successful than other media in certain fields of information.

583 Modifikation von Verhaltenstrainingsmodellen aus dem Bereich des Managementtrainings für berufsbildende Schulen. (The modification of behaviour training models, used in management training, for use in secondary technical and commercial schools.)
AT O 1975-1978
Schneider, Wilfried; Allabauer, Harald.
Inst: Institut für Wirtschaftspädagogik, Bilrothstrasse 53, A-1190 Wien.
Wirtschaftsuniversität, Wien.
management education; teacher education; head teacher; vocational school
formation à la gestion; formation des enseignants; chef d'établissement; école professionnelle

This project is based on the assumption that models for behaviour training can be used for management training in secondary technical and commercial schools. For this purpose relationships between school organization, teacher training and pupil behaviour are to be analysed.

A preparatory study is being carried out at the commercial school of the 'Erste Osterreichische Spar-Casse' (First Austria Saving Bank) using psychological methods for the determination of personality changes.

Evaluering av kurs for ledere av mindre bedrifter. (Evaluating a course for managers of small businesses.) ..... see no. 518

Fordonsmekanikerutbildningen – en individualiserad utbildningsform. Projekt inom FAMU. (Vocational education in motor engineering – an individualized form of education. FAMU project (Research on labour market training project).) ..... see no. 519

Forskning om arbetsmarknadsutbildning i företag. Projekt inom FAMU. (Research on labour market training in companies. FAMU project (Research on labour market training project).) ..... see no. 521

Opplaeringsfunksjoner i industrien. (Training and development functions in the main parts of Norwegian industry.) ..... see no. 530

Projekt Berufspaedagogik. (Project 'Vocational Education'.) ..... see no. 531

Utvikling og utprøving av laeremidler i den videregående skoles maskin- og mekanikerfag. (Development and testing of teaching aids in vocational school courses for mechanics and machinists.) ..... see no. 536

Enseignement assisté par ordinateur dans le domaine de la conception des machines électriques. Elaboration d'un système informatique intégré pour l'assistance à l'enseignement et à la conception en électronique. ..... see no. 605

Predictions of craft student success using a standard test on entry to course and follow up of any who dropped out and had a high score. ..... see no. 647

Problems of communication facing overseas nurses in training in England and Wales. ..... see no. 689

Conditions sociales de production d'un système d'enseignement par alternance. Analyse de l'expérience de l'union nationale des maisons familiales rurales d'éducation et d'orientation (U.N.M.F.R.E.O.). ..... see no. 712

13000 TEACHING METHOD – METHODE PEDAGOGIQUE – UNTERRICHTSMETHODE

13100 TEACHING. TRAINING – ENSEIGNEMENT. FORMATION – UNTERRICHT. AUSBILDUNG

584 Begleituntersuchung zu den Teilversuchen (Wahlfachsystem an der Sekundarstufe I). (Recherche d'évaluation concernant les essais scolaires partiels (système à options) au premier cycle de l'enseignement secondaire.)
CH O 1975-1977
Oggenfuss, Felix; Bieg, Joseph; Gerber, Rudolf.
Inst: Pädagogische Abteilung der Erziehungsdirektion des Kantons Zürich, Haldenbachstrasse 44, 8006 Zürich.
Fin: Eigenfinanzierung.
attitude; innovation; option; pupil; secondary school; experimentation; evaluation; questionnaire; interview
attitude; innovation; matière à option; élève; école secondaire; expérimentation; évaluation; questionnaire; entretien

Die Teilversuche an der Oberstufe (1975-1978) sind ein Schulversuchsprojekt der Erziehungsdirektion, in dessen Zentrum ein zu erprobendes Wahlfachsystem für die 3. Sekundar- und Realklassen steht. Der Versuch wird uber drei Jahre an 14

verschiedenen Oberstufenanlagen im ganzen Kanton Zürich durchgeführt. Zentrale Aufgabe der Begleituntersuchung ist es, einerseits abzuklären, welche Einflüsse auf die Fächerwahl der Schüler wirken, und andererseits Auswirkungen dieses Wahlfachsystems auf den Unterricht festzustellen.

Der methodische Antsatz beruht auf zwei Ebenen: – Systematisch-empirische Analyse (Fragebogen, Tests), – Beschreibende Feinanalyse, Interviews, Gruppengespräche etc.

585 Das Elend der Taxonomien. (The problem with taxonomies.)
AT O 1975-1976
Pfeiffle, Horst.
Inst: Institut für Pädagogik, Garnisongasse 3/8, A-1090 Wien.
Universität Wien, Wien.
sciences of education; teaching objective; curriculum; teacher education
sciences de l'éducation; objectif pédagogique; programme d'études; formation des enseignants

This study consists of two parts. The theoretical part investigates insufficiencies of the classification of learning objectives according to Bloom's taxonomy. The empirical part aims at describing consequences for teacher training.

The survey is carried out by means of the B-T-6 method.

586 Définition d'objectifs de formation et de programme pédagogique correspondant dans le cadre géographique du Béarn et des pays de Soule.
FR O 1974-1976
Badel, R.
Inst: Département d'études régionales, Université de Pau, Avenue Philippon, 64016 Pau.
Université de Pau, Avénue Philippon, 64016 Pau.
Fin: Action Thématique Programmée – Centre National de la Recherche Scientifique (ATP – CNRS).
teaching objective; regional planning; in-service training; demand for education; enterprise
objectif pédagogique; planification régionale; formation en cours d'emploi; demande d'éducation; entreprise

But: Etude concrète des actions de formation en cours dans les entreprises.

Plan de recherche: Analyse de la commande de formation, entretien avec la population intéressée et analyse de contenu des discours recueillis. Etude de la formation proprement dite (la pédagogie, les opinions des intéressés, les effets de la formation au niveau de l'organisation de l'entreprise). Echantillons et méthodes. Champ d'application: entreprise de production traditionnelle ou nouvelle administration (sécurité sociale); sous-populations salariées: travailleurs saisonniers et travailleurs immigrés. Recueil des articles concernant la formation dans la presse depuis juillet 1971 et analyse de contenu.

587 In-service education after the White Paper 'Education – a framework for expansion': a survey of the opinions of teachers.
GB C 1973-1974
Bradley, Howard William.
Sup: Eggleston, James F.
Inst: Nottingham University, School of Education, University Park, Nottingham NG7 2RD.
in-service training; teacher education; opinion; decision making; educational policy; primary school; secondary school; day release
formation en cours d'emploi; formation des enseignants; opinion; prise de décision; politique de l'éducation; école primaire; école secondaire; jour de congé d'étude

A survey of the opinions of teachers about the form of release and kind of activities they would like provided under the proposed scheme for a 3% release of teachers in school time for in-service education. It was aimed to provide a statistical background to inform local education authority (LEA) decisions.

A postal survey, strongly backed by the three LEAs involved. Areas investigated included type of release favoured, reasons for being involved, awards and 'credits', preferred types of activity, preferred place of study, travel and residence, previous involvement with in-service education.

N=1461 teachers (a 73% response), representative of primary and secondary schools. Methods used: Frequence counts, cluster analysis.

588 Innovationshinder inom universitetsorganisationen. (Obstacles for innovation in the university organization.)
SE O 1976-1978
Gran, Staffan.
Sup: Edström, Anders.
Inst: Företagsekonomiska Institutionen (Department of Business Administration) University of Gothenburg, Vasagatan 3, S-411 24 Göteborg.
University of Gothenburg, Vasaplatsen, S-411 24 Göteborg.
Fin: The Office of the Chancellor of the Swedish Universities.
higher education; innovation; administrative structure
enseignement supérieur; innovation; structure administrative

A key problem in several investigations concerning higher education has been how university organization might affect the ability of a university to carry out important innovations in its own field. There are most likely several combined factors that explain the limits as regards a university's innovative capacity. The aim of the project is to identify these limiting factors and to throw light on their relative importance and interrelationship.

The main study will be a longitudinal comparative study, involving a number of institutions at the University of Gothenburg. It will be divided into two parts: structure and process. As regards the former, an attempt will be made to elucidate the occurrence of and the pattern in the institutions' relations with their surroundings. As regards the latter, the present innovations in education, e.g. contents, methodology, educational material, etc. will be studied. In the research area the initiating of new research projects will be followed up. Supplementary methods such as personal observations, interviews, inquiries and statistical analysis will also be used.

It is anticipated that the results will contribute to a better understanding of the factors which act as obstacles for changes/innovations at institutional level within the university organization and give ideas as regards corrective measures.

Publ: Edström, A. Initiering av ny utbildning – En prakitkfallsstudie av ett förändringsförlopp. FE-rapport 1976:60, Dept. of Business Administration, University of Gothenburg, 1976, 24 pages.
Gran, S. Innovationshinder inom universitetsorganisationen – en förstudie. Dept. of Business Administration, University of Gothenburg, 1976, 20 pages.
Edström, A. & Lidström, G. Constraints for local adaptation and development in the Swedish university system. Dept. of Business Administration, University of Gothenburg, 1975, 40 pages.

589 Klientrelaterad handledning. (Client-related supervision.)
SE O 1971-1976
Eriksson, Mona.
Sup: Johannesson, Ingvar.
Inst: Pedagogiska institutionen, Lunds universitet (Department of Education, University of Lund) Fack, S-220 07 Lund 7.
University of Lund, Fack, S-221 01 Lund 1.
Fin: Office of the Chancellor of the Swedish Universities.
supervision; higher education; guidance; teaching method; vocational education
surveillance; enseignement supérieur; orientation; méthode pédagogique; enseignement professionnel

A form of instruction called 'client-related supervision' is investigated. Attention is focused on the three-person situation involving a supervisor, a student and a client. This form of instruction is found, for example, in the training of psychologists, social workers, physiotherapists, doctors and dentists.

The aim of the project is to collect knowledge and empirical findings from various disciplines/subjects about supervisory situations, to compare these different findings, and to indicate common components in them. The results are intended to give a starting point for drawing up recommendations and directions which could be applied to client-related supervisory situations.

Methods used are: literature review; questionnaires to about 100 supervisors and about 150 students within different university sections: an intensive study of a component in the training of dentists; development and empirical study of a method for training interviewing and listening skills.

Publ: Eriksson, M. Client-related supervision. Survey of problems. Part One: Introduction. Pedagogiska rapporter no 2, Lund 1975, 34 p.
Eriksson, M. Client-related supervision. Survey of problems. Part Two: Instructional goals. Pedagogiska rapporter. no. 3, Lund 1975, 31 p. + app.
Eriksson, M. Client-related supervision. Survey or problems. Part Four: Evaluation. Pedagogiska rapporter. no 5, Lund 1975, 53 p + app.
Eriksson, M. Practices and requests with regard to client-related supervision in Swedish higher education. Pedagogiska rapporter. no 6, Lund 1975, 59 p + separate app.
Eriksson, M. Interviewing training as a means of creating adequate student-client relationships. Pedagogiska rapporter. no 7, Lund 1975, 25 p.
Åkesson, P. Microcounseling. A study of a method for interviewing training. Pedagogiska institutionens rapportserie. No 58, Lund 1975, 37 p + app.
Eriksson, M. Client-related supervision. Survey of problems. Part Three: Methods. Pedagosiska rapporter. no 4, Lund 1975.
(All the reports above are in Swedish).

590 Modeller för lärarfortbildning. (Models for in-service education and training of teachers.)
SE O 1975-1978
Eklund, Harald; Carlberg, Tomy; Forslund, Kenneth.
Inst: Institutionen för pedagogik, Lärarhögskolan i Linköping (The Department of Educational Research, Linköping School of Education) Box 3129, S-580 03 Linköping.
Linköping School of Education. Box 3129, S-580 03 Linköping.
Fin: The National Board of Education.
in-service training; innovation; life-long education; teaching personnel
formation en cours d'emploi; innovation; éducation permanente; corps enseignant

The central aim of the project is to test models for in-service activities that give teachers a more active, participating role and stress the stimulating and supporting (rather than controlling and decision-making) functions of central and regional authorities.

The design and general structuring of the field studies have primarily been determined by the following guide-lines: the decentralization of in-service education and training (INSET) planning and decision-making; the teacher as a resource person in all phases of INSET activities; the accentuation of the analytical and application phases of INSET activities; building the local development work around 'home teams' of specially trained school personnel.

The project is a follow-up study to two earlier projects at the Linköping School of Education: the Study Day Project and the SAL Project. Central features of the first year of the project have been the training of local 'home teams', and 'INSET on INSET' programmes for the organization of participating municipalities.

During the summer of 1976 nine regionally arranged pilot courses for 'home teams' have been held. Basically each of the locally recruited 'home teams' comprised a headmaster and 2-3 teachers. The organization and training of the teams are based on the idea of increased local responsibility for all teachers. The teams are to co-ordinate the planning, management and following-up of the various local activities – not to act as leader group in the traditional sense. In the locally organized 'INSET on INSET' programmes special attention is given to questions about decision-making, organizational models, small group communication, etc. Methods for the identification of local INSET needs and of INSET resources for handling local problems are also discussed. Finally, the programme will include the preliminary planning of next year's local INSET. The evaluation of the project is primarily to be focused on various process variables related to the local development work (function of the 'home teams', trends in the participatory planning work; methods of dissemination, implementation and evaluation of local INSET activities).

Publ: Eklund, Harald. Dialectic methods and school ideology. Linköping School of Education, 1976 (in Swedish).
Eklund, Harald. Methods for the planning, processing and evaluation of innovative programmes. Some thoughts with reference to the development of a model for

in-service education and training of teachers. Linköping School of Education, 1976 (in Swedish).

Berufsausbildung und Beschäftigungssystem. Eine empirische Untersuchung der Vermittlung und Verwendung von Qualifikationen in fünf Grossbetrieben der Metallindustrie. (Vocational training and the employment system. Empirical study on promotion and use of qualifications in five big plants in the metal industry.) ..... see no. 484

Planstudie Kindergarten. (Etude de planification concernant les jardins d'enfants.) ..... see no. 495

Follow-up-Untersuchung über die Reformmassnahmen an der Oberstufe der Gymnasien. (Etude longitudinale des mesures de réforme appliquées au deuxième cycle des écoles de maturité.) ..... see no. 500

Luokattoman lukion tutkimusprojekti. (Research project on the evaluation of the non-graded senior secondary school.) ..... see no. 503

Untersuchung über die Reformmassnahmen an der Oberstufe der Mittelschulen mit Maturitätsabschluss des Kantons Zürich. (Etude des mesures de réforme appliquées au deuxième cycle des écoles de maturité du canton de Zurich.) ..... see no. 506

L'alternance enseignement-expérience professionnelle dans un système de formation initiale et/ou de formation permanente. ..... see no. 507

Studieplaner för grundläggande kontorsutbildning. Projekt inom FAMU. (Curriculum plans concerning basic clerical training. FAMU project (Research on labour market training project).) ..... see no. 534

Entwicklung und begleitende Analysen des Curriculums der Weiterbildungsschule Zug (EBAC-WS). (Elaboration et analyse continue du programme d'études de la 'Weiterbildungsschule' de Zoug.) ..... see no. 543

Formative Evaluation. (Evaluation formative.) ..... see no. 544

Die Entwicklung des Verständnisses für ökologische Regelkreise bei Jugendlichen. (Le développement de la compréhension de circuits régulateurs écologiques chez les adolescents.) ..... see no. 561

Enquête auprès du corps enseignant de première année primaire sur l'enseignement de la mathématique. ..... see no. 563

Rénovation pédagogique de l'enseignement universitaire de la chimie: recherches en didactique de la chimie. ..... see no. 574

Peruskoulun ala-asteen eriyttämisen tutkimus. (Research on the differentiation of instruction at the lower level of the comprehensive school.) ..... see no. 592

Estudio annalitico del arto didactico mediante CC. TV. (An analytical study of teaching performance by means of closed-circuit television.) ..... see no. 598

Lehrerverhaltenstraining. (Teacher behaviour training.) ..... see no. 626

Recherche sur la transformation des attitudes des éducateurs P.E.G.C. (professeur d'enseignement général de collège). ..... see no. 628

Probleme eines Trainings des Lehrerverhaltens. Theoretisch-strategische Aspekte sowie exemplarische Entwicklung und Erprobung eines modifizierten Microteaching-Ansatzes. (Problems of training teacher behaviour. Development and testing of a modified approach in microteaching.) ..... see no. 630

Et sett av eksperimentelle undersøkelser av laering/undervisning m.m. hvorav de fleste har til hensikt å belyse en pedagogisk rettet, teoretisk modell av laerende personer på ulike utviklingsnivå. (A series of experimental investigations into the relationship between learning and teaching, most of which aim at validating an educationally applicable, theoretical model of learning for persons at different levels of development.) ..... see no. 633

Experiment und Spiel im Unterricht des Funktionsbegriffs in der Volksschule. (Expérimentation et jeu dans l'enseignement du concept de fonction au niveau de la scolarité obligatoire.) ..... see no. 637

Evaluation des objectifs d'une école expérimentale. ..... see no. 643

La opinion de los alumnos de la Universidad Nacional de Education a Distancia en 1975. (The opinion of the students of the Distance Study University, 1975.) ..... see no. 663

La opinion de los alumnos de la Universidad Nacional de Educacion a Distancia, 1976. (The opinion of the students of the Distance Study University, 1976.) ..... see no. 664

Åpen skole – blinkskudd eller bomskudd? (Open school – a success or a failure?) ..... see no. 690

Schule und Museum. (School and museum.) ..... see no. 691

Lehrerverhalten bei der Schulinspektion. (The behaviour of teachers during school inspections.) ..... see no. 695

Zum Problem der Begründung, Rechtfertigung und Legitimation von didaktischen Handlungsorientierungen (Unterrichtszielen). (Le problème du fondement et de la légitimation de directives didactiques (objectifs d'enseignements).) ..... see no. 720

La educacion y el medio desde una perspectiva antropologica: situacion de la ensenanza en la comarca de Pallars Sobira (Lerida). (The teaching situation in the Pallars Sobira (Lerida) county.) ..... see no. 721

La imagen publica de la Universidad Nacional de educacion a distancia. (The public image of The Distance Study University.) ..... see no. 725

13200 MICROTEACHING. TEAM TEACHING – MICROENSEIGNEMENT. ENSEIGNEMENT EN EQUIPE – MICROTEACHING. TEAM TEACHING

591 Le développement de l'enseignement individualisé au niveau universitaire.

CH C 1975-1976

Brun, Jean; Gonthier, André; De Marchi, L.

Sup: Goldschmid, Marcel.

Inst: Ecole polytechnique fédérale, 12 av. Fraisse, 1006 Lausanne, Suisse.

individualized teaching; university; adjustment; evaluation; teaching objective; teaching programme; individual characteristics; skill; performance; life-long education; social interaction

enseignement individualisé; université; adaptation; évaluation; objectif pédagogique; programme d'enseignement; caractéristique individuelle; compétence; performance; éducation permanente; interaction sociale

Le but principal de cette recherche est de développer un modèle de rechange (enseignement individualisé) de l'enseignement traditionnel au nivea universitaire, et de déterminer à quels types de contenus et à quelles populations d'étudiants il est le mieux adapté.

Dans une première étape, on choisit des éléments de quelques cours qui se prêtent à cet enseignement, on définit les objectifs et développe les programmes. Les modules seront ensuite modifiés en fonction d'une première évaluation. A part la question de l'efficacité de l'ensemble de cet enseignment, quelques aspects choisis de processus de l'apprentissage sont étudiés. Par exemple: quelles sont les relations entre les caractéristiques personnelles des étudiants, les compétences antérieures et la performance dans les modules? Est-il possible dé différencier la performance des étudiants dans cet enseignement, suivant leur discipline ou leur niveau?

La recherche en général démontre dans quelle mesure cet enseignement est faisable et efficace dans une haute école suisse; cependant, de nombreuses implications existent pour la formation professionnelle, l'éducation des adultes (éducation permanente) et même les niveaux scolaires inférieurs.

592 Peruskoulum ala-asteen eriyttämisen tutkimus. (Research on the differentiation of instruction at the lower level of the comprehensive school.)

FI O 1971-1980

Piippo, Teuvo Kalevi.

Inst: Kasvatustieteiden tutkimuslaitos (Institute for Educational Research) Sammonkatu 4, 401000 Jyväskylä 10.

Jyväskylän yliopisto, Seminaarinkatu 15, 40100 Jyväskylä 10.

Fin: Kouluhallitus/National Board of Education.

curriculum; individualized teaching; language teaching; verbal learning; learning difficulty; field research; teaching method

programme d'études; enseignement individualisé; enseignement des langues; apprentissage verbal; trouble de l'apprentissage; recherche sur le terrain; méthode pédagogique

Questions regarding the differentiation of education and teaching were prominent and controversial when the Finnish comprehensive school reform was being planned. The aim of the reform was to change from a binary school system or differentiated general basic education to a comprehensive school system. The intention was to shift the emphasis in differentiation measures by means of the revision of curricula and teaching aids from the organizational differentiation of aims and study programmes to the differentiation of teaching practice. The project was initiated to assess the attainment of these goals of the reform and to produce information needed for further development of the differentiation solution. The project also aims at obtaining more general information on educational differentiation. The study is divided into four parts:

(1) theoretical analysis of differentiation;
(2) development, experimentation and assessment of differentiation measures;
(3) field research on the state of differentiation (planned for 1979-80) and
(4) synthesis of research and experimentation results, and conclusions (1980).

The theoretical analysis of differentiation was based on literature dealing with differentiation and on the researcher's own contributions. The most important product was a more representative conceptual model of differentiation than the previous ones. The model has been made use of in bodies planning the development of comprehensive school differentiation solutions. The study has now advanced to the stage of the development, trial and assessment of differentiation measures at the lower stage of the comprehensive school. The development focuses on the teaching of English and the mother tongue. The principles of mastery learning are applied in the development work. Twelve classes and 18 teachers from 9 schools are taking part in the experimentation as well as a number of control groups. The predicted output of this phase is new information on teaching arrangements and differentiation measures supporting the attainment of basic objectives common to all pupils. The aim of the field research phase is to ascertain the state of differentiation in teaching at the lower level of the comprehensive school especially in the teaching of English and the mother tongue.

It is planned to obtain a sample representative of the whole country at a later stage and the prevailing state will be compared with the results obtained in the project. In the final stage of the study the results will be summarized and proposals and recommendations will be made for the development of differentiation solutions and other related measures. Information on the results and experience of the study will be disseminated also during the whole time it is going on.

Publ: Piippo, T. (1972) *Peruskoulun eriyttämisratkaisun evaluoinnin lähtökohdista ja ongelmista.* Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. 39 p. No 151. ISBN 951-677-051-7.

Piippo, T. (1973) *Koulutuksellinen eriyttäminen yhteiskunnallisen eriyttämisen muotona: Koulutuksellisen eriyttämisen päätavoitteet, kriteerit tyypit ja muodot sekä eriyttämistä koskeva päätöksenteko erityisesti yleissivistävässä peruskoulutuksessa.* Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. 350 p. No 196. ISBN 951-677-154-8

Lahti, T. (1973) *Peruskoululaisten minäkäsityksen pysyvyys tasokurssivalinnoissa.* Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. 23 p. No 207. ISBN 951-

677-201-3
Piippo, T. (1974) *Koulutuksen uudistamisen ongelmista ja strategioista.* Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos, 41 p. ISBN 951-677-412-1. Selosteita ja tiedotteita 30.

Skolekliniikk: Forsøk i Oslo 1968-73 med alternativt opplegg for støtteundervisninga for 1-3 klasse. (School clinics: Research in Oslo 1968-73 on alternative forms of remedial education.) ..... see no. 504

Fordonsmekanikerutbildningen – en individualiserad utbildningsform. Projekt inom FAMU. (Vocational education in motor engineering – an individualized form of education. FAMU project (Research on labour market training project).) ..... see no. 519

Etude critique des modalités d'apprentissage autonome (autodidaxie et semi-autonomie) dans le domaine de l'acquisition des langues vivantes secondes. ..... see no. 553

Probleme eines Trainings des Lehrerverhaltens. Theoretisch-strategische Aspekte sowie exemplarische Entwicklung und Erprobung eines modifizierten Microteaching-Ansatzes. (Problems of training teacher behaviour. Development and testing of a modified approach in microteaching.) ..... see no. 630

13300 DIRECTIVE. NON-DIRECTIVE. GROUP LEARNING – DIRECTIF. NON-DIRECTIF. PEDAGOGIE DE GROUPE – DIRECTIV. NICHTDIRECTIV. GRUPPENPAEDAGOGIK

Studiecirkeln som pedagogisk situation. (The study circle as a pedagogical situation.) ..... see no. 533

14000 TEACHING AIDS – MOYENS D'ENSEIGNEMENT – LEHRMITTEL

14100 MASS MEDIA – MOYENS D'INFORMATION – MASSENMEDIEN

593 Oppiaines opetusvälinevalintoihin vaikuttavana tekijänä peruskoulun historian-opetuksen opetusvälinejärjestelmää kehitettäessä. (Teaching content as a determinant of the selection of teaching aids in developing a material-media system for comprehensive school history teaching.)
FI C 1974-1975
Nöjd, Kauko Olavi.
Inst: Kasvatustieteen laitos (Department of Education) Seminaarinkatu 15, 40100 Jyväskylä 10.
Jyväskylän yliopisto, Seminaarinkatu 15, 40100 Jyväskylä 10.
Fin: Opetusministeriö/Ministry of Education.
teaching aids; audiovisual aid; selection criterion; history; curriculum
moyens d'enseignement; moyen audiovisuel; critère de sélection; histoire; programme d'études

The study was based on a planning model drawing on educational technology principles, in which educational technology activities are explored at the level of the society, the school system, and the pupil. This study was restricted to the planning of teaching aids at the level of the school system. The main aim was to develop a frame of reference which would make it possible to explain the importance of illustrative material (pictures, diagrams, etc.) used in teaching by means of variables describing the structure of the teaching content. Examples were given to show how the teaching content of history determined the selection of illustrations in learning situations.

The experts on history teaching graded by means of a five-step numerical rating scale 30 topics taken from the history curriculum for grades 5-7 of the comprehensive school with regard to the following variables: (i) independent variables: 10 variables describing the structure of the teaching content, and (ii) dependent variables: 13 variables describing the structure of the illustrative material. The main hypothesis was that it is possible to select from the variables describing the structure of the teaching content those variables that best explain the importance of certain illustrative material.

The number of variables describing the illustrative material was reduced to five factors by means of a factor analysis:

(1) colour perception;
(2) auditive perception;
(3) motor-perception and two-channel perception;
(4) graphically produced illustrative material and its recording, and
(5) authentic visual illustrations. These five factors, describing the illustrative material, were used as criterion variables for the stepwise regression analysis and the variables describing the structure of the teaching content were used as predictor variables. Each criterion variable was explained in the regression analysis by two variables describing the structure of the teaching content. It resulted that the difference between the explanation (multiple correlation) provided by the best two independent variables and the multiple correlation of all the independent variables was not statistically significant.

Publ: McIntosh, N. (1973) *Evaluation des systèmes multi-media.* Conseil de L'Europe, Strasbourg, CCC/TE (73) 13, 3 p. Microfiche available.
Nöjd, O. (1975) *Oppiaines opetusvälinevalintoihin vaikuttavana tekijana peruskoulun historianopetuksen opetusvälinejärjestelmää kehitettäessä.* Jyväskylän yliopisto. Kasvatustieteen laitoksen tutkimus 48. 80 p.

Førskoleprosjekt. (Pre-school project.) ..... see no. 490

Innovationen auf dem Gebiet des Fernstudiums. (Innovations with regard to correspondence courses.) ..... see no. 501

An investigation into the use of geophysical techniques in sixth form science teaching. ..... see no. 502

Utvikle et undervisningsopplegg i engelsk for tredje klasse. (Development of teaching material in English for the third grade.) ..... see no. 559

Schule und Museum. (School and museum.) ..... see no. 691

14200 BOOK. PERIODICAL – LIVRE. PERIODIQUE – BUCH. PERIODIKUM

594 Die Berufs- und Arbeitswelt in den Lesebüchern der Hauptschulen. (Occupations and working life in readers for compulsory lower secondary schools.)
AT O 1974-1976
Heitger, Marian; Garnitschnig, Karl; Perner, Brigitte.
Inst: Institut für Pädagogik, Garnisongasse 3/8, A-1090 Wien.
Universität Wien, Wien.
Fin: Fonds zur Förderung der wissenschaftlichen Forschung.
textbook; secondary school; work environment; working conditions; occupational environment; career monograph
manuel d'enseignement; école secondaire; milieu de travail; conditions de travail; milieu professionnel; monographie de carrière

This study is based on the hypothesis that occupations and working life are not adequately presented in the readers. In particular, occupations are not presented as they really are.

A study of the readers used in compulsory lower secondary schools in Austria will serve to test this hypothesis.

595 Investigacion sobre textos escolares de educacion general basica. (Textbooks for primary education.)
ES C 1975-1976
Silva Gimenez, David; Muñoz-Repiso Izaguirre, Mercedes; Ros Garcia, Maria.
Inst: Instituto Nacional de Ciencias de la Educacion (National Institute of Educational Sciences) Ciudad Universitaria, Madrid-3.
Fin: Instituto Nacional de Ciencias de la Educacion.
textbook; primary education; teaching method; learning; teacher; survey; teaching aids
manuel d'enseignement; enseignement primaire; méthode pédagogique; acquisition de connaissances; enseignant; enquête; moyens d'enseignement

The educational reform has brought a considerable change with regard to textbooks. The objective of this research is to find out primary education teachers' perception regarding textbooks in respect of three fundamental aspects: role of the textbook in primary education; selection criteria and procedure; quality of the textbooks.

A pilot study was carried out at various schools and dealt with the level of influence that the independant variables might have on the teachers' opinion, and specific aspects of the subject analysed.

A nationwide survey included 992 teachers. The fundamental independent variables were: kind of school and level of primary education. Other variables considered were: province; place of residence; socio-economic status; the teachers' qualification, age, teaching subject and teaching experience.

The main findings are as follows: (1) The role of the textbook is very important, especially as reference book. Other teaching aids are still rarely used. (2) The teachers select the textbooks freely, and in making their choice clarity of exposition and suitability for children are the most valued characteristics. Neither parents nor students intervene in the selection. (3) The textbooks are good as regards contents and format, but present deficiencies as regards didactics.

596 Undersökningen 'Tidningen i skolan', politisk socialisation av svenska skolbarn med speciell tovikt på betydelsen av bruket av tidningar i en experiment situation. ('Newspapers in School', political socialization of Swedish school children with special emphasis on the impact of newspapers in an experimental situation.)
SE O 1974-1978
Jacobsson, Jan Eric; Johansson, Olof.
Sup: Back, P-E; Gustafsson, G.
Inst: Department of Political Science, University of Umeå, University of Umeå, 901 87 Umeå.
University of Umeå, 901 87 Umeå.
Fin: The FLT fund and TU publishing company.
press; socialization; political education
presse; socialisation; éducation politique

At a meeting at the beginning of 1974 delegates from the Swedish Newspaper Publishers Association (TU), the National Board of Education (SÖ) and the Teacher Training College of Linköping decided to ask the Department of Political Science at the University of Umeå to undertake a study, provisionally called 'Newspapers in School'. Isolated efforts had been made to evaluate what effects the use of newspapers in school had on children's civic knowledge and attitudes. All evaluation attempts made were done as small studies of separate cases. Hence there was a need for a broader study. This started in autumn 1974 and the empirical part was completed by the end of 1975.

Design: The method had two main characteristics: (1) a representative nation-wide sample; (2) an experimental design with control groups. The sample was a random one. 126 classes out of the 3,774 existing in Sweden at the time were chosen. These classes were investigated three times. The first questionnaire was answered in September 1974. The sample was then divided on a random basis into control and experimental classes. The experimental classes worked intensively with newspapers during the autumn of 1974. Directly after this period there was a second measurement in December 1974, to see if there were any differences between the control groups and the experimental group. The last questionnaire was sent out in October 1975 to control for long range effects.

The results of the experimental part of the study will be presented in a report at the beginning of 1977 and will form the basis for two dissertations.

Analyse av lærebøker i samfunnsfagene historie, samfunnskunnskap og geografi i grunnskolen sett i lys av målsettingens påbud om oppdragelse til bestemte politisk viktige holdninger. (An analysis of textbooks in the social sciences (history, geography and civics) in primary school, according to the objectives of political education and attitudes.) ..... see no. 575

Schulbuchaktion. (Free text books.) ..... see no. 696

14400 AUDIOVISUAL AID – MOYEN AUDIOVISUEL – AUDIOVISUELLES LEHRMITTEL

597 Zum Einfluss von Sinnesmodalität und Informationsgehalt von Zeichen auf den Ablauf kognitiver Prozesse. (On the influence of modes of perception and the informative content of symbols on the course of cognitive processes.)
AT O 1974-1978
Fenk, August.
Inst: Institut für Unterrichtstechnologie, Universitätsstrasse 67, A-9020 Klagenfurt. Universität für Bildungswissenschaften Klagenfurt, Klagenfurt.
audiovisual aid; educational technology; media technology; sign; cognitive process
moyen audiovisuel; technologie de l'éducation; médiologie; signe, processus cognitif

The purpose of this study is to test the assumption that the synchronous multimodal presentation of symbols is superior to a unimodal presentation. Furthermore, the influence of the mode of perception of symbols on their reproducibility will be tested as well as the conditions under which visual presentation is superior to aural presentation.

14500 RADIO. CINEMA. TELEVISION – RADIO. CINEMA. TELEVISION – HOERFUNK. KINO. FERNSEHEN

598 Estudio annalitico del arto didactico mediante CC. TV. (An analytical study of teaching performance by means of closed-circuit television.)
ES C 1974-1975
Castillejo, José-Luis; Amaro, Antonio; Escudero, Juan Manuel; Paya, Ana; Rodriguez, José-Luis; Sanfelix, Concepcion.
Inst: Instituto de Ciencias de la Educacion de la Universidad Politecnica de Valencia (Institute of Educational Sciences) Camino de Vera s/n. Appdo 2012, Valencia.
Instituto Nacional de Ciencias de la Educacion, Ciudad Universitaria, Madrid-3.
Fin: Instituto Nacional de Ciencias de la Educacion.
closed-circuit television; teacher education; teaching method; microteaching; teaching model; experimental research
télévision en circuit fermé; formation des enseignants; méthode pédagogique; microenseignement; modèle didactique; recherche expérimentale

CCTV makes it possible to replay the actual teaching performance and subject it to objective analysis. This project proposed: (a) to improve recording techniques so that distortion of the teaching is reduced to a minimum: (b) to adapt methods of semeiotic analysis and information theory to the study of teaching performance, and (c) to develop models in order to analyse content plans and synthesize them.

As CCTV enables what actually took place to be replayed, the project started from the following hypotheses: (1) Certain structures exist which cause learning or nonlearning to occur. (2) It is possible to obtain a series of sequences of the teacher's actions which produce a maximum or a minimum of learning. Hence a series of teaching codes was drawn up.

To draw up these codes recordings were made of 15 complete classes. A code was accepted as valid when 8 out of 10 entries coincided. A total of 55 hours was recorded and 170 pupils took part. Teaching codes were drawn up relating to subjects such as language, interrelationships, gesture, the image projected, and moving about. In addition a standard for content analysis was prepared.

Methodological procedure: informing the teacher (aims and activities); initial test of the knowledge to be imparted to the pupils; class and recording; initial test of knowledge acquired; choice of content and codification; graphic and statistical analysis.

Analysis models have been obtained. At present follow-up work is in progress on obtaining mathematical functions that explain the most important variables in the learning process.

Publ: *Circuito cerrado de television y ensenanza.* Madrid: INCIE- Servicio de Publicaciones del Ministerio de Educacion y Ciencia, 1975. 113 p.

599 Etude des publics des enseignements supérieurs à distance.
FR O 1975-1976
Cong Huyen Nu, Phung Tieng; Quere, Marie Annick; Langouet, Georges.
Sup: Lefranc, Robert.
Inst: Centre audio-visuel, 2 avenue du Palais, 92210 Saint-Cloud.
Ecole normale supérieur, 2, avenue du Palais, 92210 Saint-Cloud.
Fin: Secrétariat d'Etat aux Universités.
higher education; distance study; student sociology; retraining
enseignement supérieur; enseignement à distance; sociologie de l'étudiant; recyclage

Cette étude a pour but de mieux cerner les publics qui choisissent de poursuivre leurs études universitaires par l'intermédiaire de systèmes à distance ou ceux qui y font appel pour leur perfectionnement, voire leur recyclage. De surcroit, les études menées par le Centre audio-visuel ainsi que celles faites à l'étranger ont révélé qu'il existe, en plus du public cible de ces enseignements, un public très important, souvent plus important numériquement, de personnes suivant ces enseignements à temps partiel, de personnes y cherchant seulement un enrichissement professionnel ou culturel et qui ne passent pas d'examen. La présente étude a entre autres pour objet de définir l'âge, les catégories socio-professionnelles, la localisation géographique, les motivations de ces étudiants.

En 1974-1975 une pré-enquête a été menée auprès des étudiants de TELE-CNAM. Le modèle de questionnaire a été mis au point avec le concours des centres de télé-enseignement suivants: Rennes, Dijon, Nancy, Paris X. En 1976 l'enquête est menée auprès des étudiants de plusieurs centres de télé-enseignement (Dijon, Rennes, Grenoble, Nancy, Caen, CNAM, Paris-Nanterre, Paris-Droit).

Outre les variables classiques de l'âge, de la catégorie socio-professionnelle, de la localisation géographique, du cursus universitaire des étudiants, seront abordées les motivations des étudiants, leurs aspirations, leurs possibilités ou difficultés matérielles, leurs opinions et attitudes à l'égard du télé-enseignement, mais aussi compte tenu de leur carrière professionnelle, de leur vie familiale, de leurs loisirs. On cherchera à mieux cerner les publics-cibles, potentiels et réels.

L'échantillon est constitué d'enseignants et étudiants des centres de télé-enseignement de Dijon, Rennes, Grenoble, Nancy, Caen, Paris X, étudiants du TELE-CNAM, du Centre audio-visuel des Facultés de Droit de Paris.

On a traité les données obtenues par questionnaires et interviews sur ordinateur.

Publ: Lefranc, Robert: *Enseignement supérieur – utilisation des systèmes d'enseignement à distance/Higher education – distant study systems.* Strasbourg: Conseil de l'Europe, 1974, 147 p.

600 Recherche sur l'autoscopie de groupe par techniques video, pour l'analyse des attentes en formation, dans le cadre de la formation initiale et continue des formateurs.
FR O 1975-1977
Brachet, Louise; Renault, Jean-Jacques; Schlienger, Christine.
Sup: Fauquet, Maurice; Strasfogel, Severin.
Inst: Centre audio-visuel, 2 avenue du Palais, 92210 Saint-Cloud.
Ecole normale supérieur, 2 avenue du Palais, 92210 Saint-Cloud.
Fin: Secrétariat d'Etat aux Universités.
videorecording; motivation; group dynamics; teacher education; aspiration
enregistrement sur magnétoscope; motivation; dynamique de groupe; formation des enseignants; aspiration

En prolongement des premiers travaux réalisés sur l'emploi du circuit fermé de télévision pour l'observation des comportements et des situations pédagogiques et sur les effets de l'autoscopie individuelle (cf. référence n° 1 de la liste de publications), un nouveau champ de recherche a été abordé par l'équipe video-formation du Centre audio-visuel, dans le but d'étudier les effets de l'autoscopie de groupe.

Hypothèse: L'autoscopie de groupe est supposée favoriser l'expression des vrais problèmes et des attentes réelles et doit ainsi permettre l'adaptation aux intéressés d'un plan de formation spécifique (pour une problématique plus détaillée, voir référence n° 2 de la liste des publications).

Echantillon: Elèves-maitres d'écoles normales, professeurs d'école normale, inspecteurs de l'Education nationale.

Méthodes: Après projection d'un film ou d'un document video inducteur, les individus à former discutent en table ronde, enregistrée conjointement au magnétoscope et au magnétophone, des problèmes pédagogiques soulevés par ce document. Après une première autoscopie (visionnement par le groupe de sa première table ronde), une table ronde n° 2 est enregistrée comme précédemment. La 2ème autoscope peut porter sur un 2ème visionnement de la table ronde n° 1 ou sur le visionnement de la table ronde n° 2. On procède ensuite à l'analyse du discours tenu pendant les tables rondes consécutives aux séances d'autoscopie collective, analyse menée selon deux types d'approches différentes, mais complémentaires: (1) Analyse de contenu: inventaire quantifié (fréquence d'occurrence) des items: (2) Etude des articulations du discours. Cette double analyse révèle les problèmes et les attentes, explicites et implicites, ainsi que leur évolution d'une table ronde à l'autre.

Résultats: Trois opérations ont été menées en 1975: (1) La première avec un groupe de professeurs d'école normale en formation à l'Ecole normale supérieure de St-Cloud: (2) La deuxième avec un groupe d'inspecteurs en formation initiale; (3) La troisième avec les écoles normales de Colmar, Nancy, Troyes et Vesoul, dans le cadre d'une action commune conçue en étroite relation avec le plan national de travail du 'comité de coordination des actions entreprises pour la formation des professeurs d'école normale à l'audio-visuel'. L'article cité en référence n° 3 de la liste des publications donne un bref bilan des résultats de ces premières opérations, qui seront prolongées en 1976 et 1977.

Publ: Fauquet M. & Strasfogel S. *L'audio-visuel au service de la formation des enseignants: le circuit fermé de télévision.* Paris: Delagrave, 1972, 264 p.
Fauquet M. & Strasfogel S. Videoformation et individualisation. In: *Les Sciences de l'Education*, n° 2-3 avril-septembre 1975, pp. 7-34 (Laboratoire de psychopédagogie de l'Université de Caen).
Fauquet M. Autoscopie collective et analyse des besoins en formation. In: *Media*, n° 75-76, décembre 1975, pp. 9-14 (Paris, OFRATEME).
Film animé: 'Videoformation et Autoscopie' (format 16 mm; sonore; couleur; 32 mn). Achevé en novembre 1975, ce film sera diffusé par la Cinémathèque Centrale de l'OFRATEME (Paris). Il constituera le noyau d'un 'ensemble multimedia pour l'enseignement des techniques d'observation et d'analyse des situations pépagogiques', ensemble en préparation.

601 Tvåvägskommunikationen i korrespondensundervisningen. (Two-way communication in correspondence education.)
SE O 1973-1977
Bååth, John; Wångdahl, Agneta.
Sup: Flinck, Rune; Johannesson, Ingvar.
Inst: Pedagogiska institutionen (Department of Education) Fack, S-22007 Lund 7.
University of Lund, Fack, S-22007 Lund 7.
Fin: The Bank of Sweden Tercentenary Fund.
correspondence education; distance study; telephone; adult education; study method; group learning
enseignement par correspondance; enseignement à distance; téléphone; éducation des adultes; méthode de travail; pédagogie de groupe

Adult education will probably dominate the debate on educational policy during the decades to come. The demand for adult education is large but the resources are limited. Distance study might be a possible solution. This would use different forms of correspondence education where two-way communication in teacher-pupil relations can be established. There is, however, a great lack of systematic scientific research on the teaching methods of correspondence education. The project will concentrate on experimental research on two-way communication within correspondence education and on systems analysis studies.

The aim of the project is to study the importance of two-way communication in correspondence education. The research work is focused on different modes of two-way communication. Experimental work is carried out in three areas: assignments for submission in correspondence education; correspondence education combined with systematic telephone instruction; correspondence education combined with group meetings.

The experiments will be carried out both in Sweden and in other countries in Europe.

Publ: Flinck, R. Two-way communication in distance education – an evaluation of various modes. Pedagogical Bulletin, Department of Education, University of Lund. No 2. 1975.
Flinck, R. The telephone as an instructional aid in distance education. A survey of the literature. Pedagogical Reports, Department of Education, University of Lund. No 1. 1975.
Bååth, J. A. Submission density in nine correspondence courses. A pre-study to experiment series 1. Pedagogical Reports, Department of Education, University of Lund. No 2. 1975.
Flinck, R. The telephone used in an experiment of distance education at university level. A pilot study. Pedagogical Reports, Department of Education, University of Lund. No. 4 1976.
Bååth, J. A. Postal contacts and some other means of two-way communication: practices and opinions at a number of European correspondence schools. A questionnaire survey. Pedagogical Reports, Department of Education, University of Lund. No 5. 1976.

602 Utilización del CC.TV. para la auto-evaluación del profesorado de enseñanza media en formación. (Use of CCTV for self-evaluation by secondary school teachers in training.)
ES O 1976-
Aguado Arrese, Aranzazu; Guardia González, Soledad; Martin Martin, Aurora; Ruiz Heredero, Carmen; Smith Verdier, Enrique.
Sup: Orden Hoz, Arturo de la.
Inst: Instituto de Ciencias de la Educación de la Universidad Complutense (Institute of Educational Sciences) Campus de Somosaguas, Madrid-23.
Instituto Nacional de Ciencias de la Educación, Ciudad Universitaria, Madrid.
Fin: Instituto Nacional de Ciencias de la Educación.
closed-circuit television; self-evaluation; further education of teachers; secondary education; experimental research.
télévision en circuit fermé; autoévaluation; perfectionnement des enseignants; enseignement secondaire; recherche expérimentale.
During the academic year 1972-73 a project was worked out in this Institute which tried to incorporate teaching technology (in the form of closed-circuit television) into the tasks of teacher training. It proposes to establish a system to make secondary school teaching easier for teachers, to elaborate a model for self-evaluation of teaching performance, and to carry out an analytical assessment of the same.
It is hypothesized that CCTV is an effective means of providing valuable data as regards self-observation. The research project is divided into: (1) collection of data on earlier experiments and preparation of a bibliography on the subject; (2) design of a model for self-observation and self-analysis; (3) development of the model applying it in small groups; (4) analysis of the questionnaires answered by teachers and supervisors and of the videorecordings of teaching performances; (5) conclusions as to the validity of the model and its modification; (6) systematization of the use of CCTV for teacher training.
The sample comprised 85 teachers of different specializations divided into 7 groups.
By analysing various teaching performances conclusions were drawn as to the effectiveness and validity of the model and its modification. The model tried out included: programming, model performance, performance and recording, self-observation and self-analysis, discussion with the supervisor.
The following teaching functions have been established: motivation, information, guidance, individualization, socialization, listening, organization and control. As the research is not yet complete, both the model and the list of functions are subject to further study, revision and adaptation.

Innovationen auf dem Gebiet des Fernstudiums. (Innovations with regard to correspondence courses.) ..... **see no. 501**

Desarrollo y aplicacion de un programa para el perfeccionamiento docente del profesorado de la Universidad de Sevilla. (Development and application of a programme for improving the teaching proficiency of lecturers in the University of Seville.) ..... **see no. 617**

La actitud de los profesores-tutores ante la didactica de la U.N.E.D. en 1975. (Tutors' attitude towards the Distance Study University didactics in 1975.) ..... **see no. 658**

La imagen publica de la Universidad Nacional de educacion a distancia. (The public image of The Distance Study University.) ..... **see no. 725**

14600 PROGRAMMED LEARNING – ENSEIGNEMENT PROGRAMME – PROGRAMMIERTER UNTERRICHT

603 Endausbau des Aachener Computer-Unterstützten-Unterrichts (CUU)-Systems und Entwicklung neuer Teachware-Pakete als Bestandteile unterrichtswissenschaftlicher Forschung zum CUU im Rahmen des Projektes Datenverarbeitung im Bildungswesen. (Final stage in the development of the Aachen computer-assisted instruction system and development of new software for teaching and learning.)
DE C 1974-1975
Zielinski, Johannes; Keller, Wilhelm; Breuer, Klaus; Jansen, Annemarie; Straube, Helmut; Haupt, Dieter; König, Josef; Schnettler, Hans; Ullrich, Walter.
Inst: RWTH Aachen, Institut fuer Erziehungswissenschaft und Rechenzentrum, Lehrstuhl Paedagogik I, 51 Aachen, Seffenter Weg 23.
computer-assisted instruction; problem solving; mathematics; learning theory; student; student teacher
enseignement assisté par ordinateur; résolution de problème; mathématiques; théorie de l'apprentissage; étudiant; élève maître
Ziele des Projektes: (1) Entwicklung und Einsatz von CUU-Kursen im Bereich der Erziehungswissenschaft und Mathematik; (2) Untersuchungen zur Wirkung von lernergesteuerten CUU-Kursen; (3) Einsatzmöglichkeiten von Informationsprogrammen in der Erziehungswissenschaft; (4) Untersuchung zur Strukturierung von Wissen; (5) Erforschung von Problemlösen; (6) Untersuchungen zur Übernahme von CUU-Teachware; (7) Untersuchungen zur Erlernung einer Programmiersprache.
Mit Hilfe der entwickelten Programme werden theoretische Vorstellungen, wie Lerntheorie von Gagné, denkpsychologische Ansätze zum Problemlösen, Konzepte zur Informationsdarstellung und -verarbeitung, in ihrer Auswirkung auf den CUU modellhaft untersucht.
Interview: 30 Studierende der RWTH Aachen. Schriftliche Befragung: 200 Studierende der RWTH Aachen. Experiment: 200 Studierende der RWTH Aachen. Test: 200 Studierende der RWTH Aachen.
Publ: Breuer, K.; Jansen, A.; Keller, W.; Straube, H.: *Zwischenbericht fuer 1974* Aachen, 1975.

604 Lehr- und Lernmodelle für Gruppen. (Teaching and learning models for groups.)
AT O 1974-1976
Scharmann, Theodor.
Inst: Institut für Psychologie, Linz-Auhof, A-4045 Linz.
Universität für Sozial – und Wirtschaftswissenschaften, Linz.
Fin: Fonds zur Förderung der wissenschaftlichen Forschung, Wien; Hochschulförderungsfonds der gewerblichen Wirtschaft.
programmed learning; autoinstructional aid; motivation; learning psychology; social psychology; teaching model
enseignement programmé; matériel autodidactique; motivation; psychologie de l'apprentissage; psychologie sociale; modèle didactique
This project is based on the assumption that in programmed instruction learning motivation may be increased by sociopsychological factors. Cybernetic teaching and learning models as well as teaching programmes are evaluated for this purpose.
A quota sample of 300 students at the University of Linz is used for testing purposes.
Complex statistical analyses, parametric and non-parametric methods are employed.
Publ: Scharmann, Theodor & Lansky, Milos. *Programmierter Gruppenunterricht.* Hermann Schrödel, 1976.

Utvikling og utprøving av laeremidler i den videregående skoles maskin- og mekanikerfag. (Development and testing of teaching aids in vocational school courses for mechanics and machinists.) ..... **see no. 536**

Miljølaereprosjektet. (Environmental education in primary school (1-6): a curriculum development project.) ..... **see no. 571**

14700 EDUCATIONAL TECHNOLOGY – TECHNOLOGIE DE L'EDUCATION – UNTERRICHTSTECHNOLOGIE

605 Enseignement assisté par ordinateur dans le domaine de la conception des machines électriques. Elaboration d'un système informatique intégré pour l'assistance à l'enseignement et à la conception en électronique.
FR O 1970-1976
Sabonnadière, Jean-Claude; Campmas, Alain; Bolopion, Alain; Masse, Philippe.
Sup: Sabonnadière, Jean-Claude (Maître de conférence à l'Ecole Nationale Supérieure d'Electrotechnique et de Génie Physique de Grenoble).
Inst: U.E.R. Ecole Nationale Supérieure d'Electrotechnique et de Génie physique, Domaine universitaire 38400 Saint-Martin-d'Hères.
Institut national polytechnique, 46, Avenue Félix Viallet, 38000 Grenoble.
Fin: Ministère de l'Education.
computer-assisted instruction; technical sciences; higher education; experimental education; logical thinking; electrical engineering
enseignement assisté par ordinateur; sciences de l'ingénieur; enseignement supérieur; pédagogie expérimentale; pensée logique; électrotechnique
Origine et buts: L'objet initial de ce travail était de participer à la rénovation pédagogique de l'enseignement de l'électrotechnique dans les établissements d'enseignement supérieur technique. La première partie de la recherche a consisté à trouver un moyen d'introduire l'ordinateur dans la réalisation de machines électriques, comme outil didactique destiné à aider l'élève à structurer ses connaissances à travers son travail de conception d'un appareil. La deuxième partie de la recherche a été consacrée à la validation pédagogique de cet outil.
Plan de recherche: Mise au point d'un système prototype appelé Espace; Evaluation des possibilités et des performances de ce système.
Hypothèse: L'utilisation par les étudiants du système Espace donne une acquisition solide de la méthodologie de conception d'un appareil et accroit l'aptitude à la prise de décision sur la foi d'un résultat fourni.
Echantillon et méthodes: Le travail de validation pédagogique du système a été réalisé sur trois promotions successives au sein desquelles plusieurs groupes d'etudiants travaillaient sur Espace. Les étudiants ont été observés à l'aide de tests puis par des discussions mais aussi par une observation continue de leur méthode de travail. Résultats: Il en est résulté une analyse de l'apport pédagogique d'un tel mode d'enseignement et la construction d'un système opérationnel qui fait maintenant partie intégrante de l'enseignement de l'école où s'est déroulée cette expérience.

Zum Einfluss von Sinnesmodalität und Informationsgehalt von Zeichen auf den Ablauf kognitiver Prozesse. (On the influence of modes of perception and the informative content of symbols on the course of cognitive processes.) ..... **see no. 597**

15000 STUDENTS' WORK – TRAVAIL DES ELEVES – SCHUELER-STUDENTENARBEIT

15100 STUDY METHOD – METHODE DE TRAVAIL – ARBEITSTECHNIK

606 Etude de l'interaction entre stades de développement opératoire et modes de présentation des données dans une tâche d'apprentissage.
FR O 1973-1976
Marquer, Josette.
Sup: Reuchlin, Maurice; Bacher, Françoise.

Inst: Laboratoire de psychologie différentielle, 41 rue Gay-Lussac, 75005 Paris.
Université de Paris V, 12 rue de l'Ecole de Médecine, 75006 Paris.
Fin: Université de Paris V; Institut National de Recherche Pédagogique.
study method; learning pace; learning time; learning theory; aptitude; learning psychology; developmental psychology; learning
méthode de travail; rythme d'apprentissage; temps d'acquisition; théorie de l'apprentissage; aptitude; psychologie de l'apprentissage; psychologie du développement; acquisition de connaissances

La recherche a pour but de trouver pour chaque individu (ou groupes d'individus) la méthode qui permette d'obtenir les meilleurs résultats. Elle se rattache aux recherches sur l'individualisation de l'enseignement, l'intéraction aptitudes-traitements (Cronbach), les rapports apprentissage-structures intellectuelles dans le cadre de la théorie de Piaget.

Plan: (1) Cadre théorique: Intéraction aptitudes-traitements et théorie de Piaget. (2) Problèmes posés par la définition des variables: variables liées aux sujets; variables liées aux traitements (méthode d'apprentissage)-définition à partir de Piaget, opérationnalisation. Première expérience: étude de la loi de composition des forces concourantes. Deuxième expérience: localisation du centre de gravité de solides simples. (3) Procédures expérimentales. (4) Résultats et discussion. Conclusion sur les possibilités d'application.

Les hypothèses (générales) sont les suivantes: Les stades selon Piaget étant hiérarchisés, les sujets de stade 'formel' devraient être supérieurs aux sujets de stade 'concret', les sujets de stade 'formel' devraient réussir presque aussi bien avec un traitement 'concret' qu'avec un traitement 'formel': les sujets de stade 'concret' devraient mieux réussir avec un traitement 'concret' qu'avec un traitement 'formel'; les connaissances acquises grâce au traitement 'formel' devraient être plus susceptibles en généralisations que les progrès réalisés lors d'un traitement 'concret'.

Echantillon: Classes de 5e de collèges d'enseignement secondaire (enfants normalement scolarisés).

Méthodes: Traitement 'concret' et traitement 'formel' pour une même tâche à des sujets de stades différents selon un plan factoriel classique. On constate des 'progrès opératoires' (conduites mobiles, réversibles, associations, peu sensibles à l'oubli) lorsque le traitement est adapté au stade de développement opératoire, et des 'habitudes scolaires' (conduites stéréotypées, rigides, nécessitant un signal pour se dérouler, susceptibles d'oubli en cas de non renforcement) lorsque le traitement n'est pas adapté au stade de développement opératoire.

Tvåvägskommunikationen i korrespondensundervisningen. (Two-way communication in correspondence education.) ..... **see no. 601**

Gymnasisternas arbetsförhållanden. (The students' work load.) ..... **see no. 608**

15200 INTELLECTUAL WORK. COMPULSORY WORK – TRAVAIL INTELLECTUEL. TRAVAIL OBLIGATOIRE – GEISTIGE ARBEIT. PFLICHTAUFGABE

607 Reform des Handarbeitsunterrichtes (HA) und Hauswirtschaftsunterrichtes (HW) im Kanton Luzern. (La réforme de l'enseignement ménager et des travaux manuels dans le canton de Lucerne.)
CH O 1972-1976
Bucher, Alice; Troxler, Hanni; Aregger, Kurt; Lattmann, Urs-Peter.
Inst: Kantonales Inspektorat für Handarbeits- und Hauswirtschaftsunterricht Luzern, Murbacherstrasse 21, 6002 Luzern.
Fin: Eigenfinanzierung.
home economics; manual work; primary school; reform; secondary school; teaching method; teaching objective; didactics; questionnaire
économie domestique; travail manuel; école primaire; réforme; école secondaire; méthode pédagogique; objectif pédagogique; didactique; questionnaire

Das Projekt betrifft die Curriculumreform in den Fächern Handarbeit (Textiles Gestalten) und Hauswirtschaft in den Klassen 2-9. Es ist als Innovationsprojekt angelegt und weist folgende spezifische Merkmale auf: – Ausgangspunkt ist die Reform der Unterrichtsinhalte und – ziele; – Es wird ein spezifisch auf das Projektfeld abgestimmter Implementationsansatz realisiert. Dabei wird angestrebt: Evolutive Anknüpfung; Lernerzentriertheit und demokratische Entscheidungsverfahren; Steigerung der Qualifikation aller Beteiligten; Innovationsstrategie mit Oeffentlichkeitsarbeit; Mittelfristige Intensivphase (4 bis 5 Jahre); Reform der Reform (Kreissystem); Planmässiges Vorgehen mit Konzeptualisierungen; Kombination von Koordinations- und Innovationsarten.

Es arbeiteten 62 Personen in Arbeitsgruppen (Sitzungen alle 14 Tage). Pro Jahr finden drei bis vier Tagungen im Plenum statt zum Zwecke des Trainings, der Koordination und der Planung. Zudem werden Fortbildungskurse in Allgemeiner Didaktik durchgeführt, die sowohl Mitglieder der Arbeitsgruppen wie auch die restlichen Lehrer betreffen und direkt auf der Reformkonzeption aufbauen. Die didaktische Grundkonzeption der Curriculumentwicklung entspricht der Weiterentwicklung des LUV-Modells (Lernzielorientierte Unterrichtsvorbereitung), die von allgemein didaktischer Bedeutung ist.

Es liegen vor: 1) Im unterrichtspraktischen Bereich: Einige Entwürfe von Bausteinen zum neuen Curriculum; Hilfsmittel für die Beurteilung von Schülerprüfungen im Hauswirtschaftsunterricht; Hilfsmittel für die persönlichkeitsbezogene Schülerbeurteilung (Schülergutachten) 2) Im curriculumtheoretischen Bereich: Drei Projektberichte mit Zielen, Strategie und Verlauf des Projektes; Ergebnisse von regelmässigen Begleitanalysen bezüglich Reformklima; Didaktisches Konzept als Modell.

Publ: Aregger, K.; Bucher, A.; Lattman, U.P. Reformprozess des Luzerner Handarbeitsunterrichts. In: *Bericht 1*, Luzern, 1973 (Inspektorat)
Aregger, K.; Lattmann, U.P. Projektgebundene Lehrerfortbildung. Wie der Luzerner Handarbeitsunterricht erneuert wird. In: *Bericht 2* und *Schweizerische Arbeitslehrerinnen-Zeitung*, 57, 1974, Nr. 4, pp. 3-15.
Aregger, K.; Lattmann, U.P. Lehrerfortbildung und Curriculuminnovation, in Aregger, K. (Hrsg.) *Lehrerfortbildung*, in Vorbereitung.

15300 WORK ENVIRONMENT. HOURS OF WORK – MILIEU DE TRAVAIL. HEURES DE TRAVAIL – ARBEITSMILIEU. ARBEITSZEIT

608 Gymnasisternas arbetsförhållanden. (The students' work load.)
SE O 1969-1977
Ahnmé, Bengt; Sjöberg, Gun.
Inst: Pedagogiskt centrum vid Stockholms skolförvaltning (Pedagogical Centre, Stockholm Local School Authority) Fack, S-104 35 Stockholm 23.
Stockholm Local School Authority, Fack, S-104 35 Stockholm 23.
Fin: Stockholm Local School Authority.
students' work; leisure; school environment; homework; hours of work
travail des élèves; loisir; milieu scolaire; devoirs; heures de travail

The students in the Swedish 'gymnasium' are said to have a heavy work load. The project aims at making a broad survey of the overall work situation – not only the amount of homework – of the students in the 'gymnasium' schools in Stockholm.

A questionnaire was given to all students in the second grade of the academical senior classes at all secondary schools in Stockholm (3,149 pupils, age 18, 1972). Answers to questions about environment, eating and sleeping habits and working time are analyzed. The pupils were also asked about their attitudes to the following and about the frequency of occurrence: class instruction, group work, independent pupil work in school, daily homework, more comprehensive tasks and assignments, and methods of accounting for the homework.

The pupils were more satisfied with the quantity than with the quality of classrooms, laboratories, etc. They calculated that their weekly working time in school was approximately 22-25 hours. Girls stated that their homework took them about 9 $^1/_2$ hours per week, while boys estimated that their homework took 6 $^1/_2$ hours. Instruction was rather traditional: general ordinary classroom instruction together with daily homework or comprehensive tasks. Group work and assignments were far less common. The pupils were to a great extent in agreement with the present state of things. When judging the different teaching methods, they seemed to prefer the most efficient methods of work – that is, methods which would bring about factual knowledge and the highest marks. The processing of data is still going on.

Publ: Sjöberg, G. Gymnasisternas arbetsförhållanden 1. Stockholm 1972. (Pedagogiskt Utvecklingsarbete vid Stockholms Skolor, nr 38.) 12 p. + app. 38 p.

Sjöberg, G. Gymnasisternas arbetsförhållanden 2. Stockholm 1973. (Pedagogiskt Utvecklingsarbete vid Stockholms Skolor, nr 51.) 20 p.
Sjöberg, G. Gymnasisternas arbetsförhållanden 3. Stockholm 1974. (Pedagogiskt Utvecklingsarbete vid Stockholms Skolor, nr 56.) 40 p.
Sjöberg, G. Gymnasisternas arbetsförhållanden 4. Stockholm 1976. (Pedagogiskt Utvecklingsarbete vid Stockholms Skolor, nr 63.) 52 p + app. 193 p.

Die Berufs- und Arbeitswelt in den Lesebüchern der Hauptschulen. (Occupations and working life in readers for compulsory lower secondary schools.) ..... **see no. 594**

Einstellung zur Fünftagewoche bei Wiener Lehrern. (The opinion of teachers in Vienna on a five-day week.) ..... **see no. 678**

15400 PRACTICAL WORK. TOPIC – TRAVAUX PRATIQUES. SUJET D'EXERCICE – PRAKTIKUM. THEMA

609 Untersuchung zur Beurteilung von Schülerarbeiten. Teil 2: Aufsatzbeurteilung. (Study on the assessment of pupils' work. Part II: the assessment of essays.)
AT O 1975-1977
Seyfried, Hellmuth.
Inst: Pädagogisches Institut des Bundes in Vorarlberg, A-6800 Feldkirch.
composition; German; marking; achievement control; spelling; teacher behaviour; primary school
composition littéraire; allemand; notation; contrôle du rendement; orthographe; comportement de l'enseignant; école primaire

The background to this project is the problem of how to achieve a more objective assessment of pupils' achievements, in this particular case the assessment of essays in the German language. For this purpose it is important to determine the factors affecting the process of assessment. This leads to the development of criteria for the assessment of essays according to their form and content.

Five or six essays of each pupil of a primary school class (grade four) in Feldkirch/Vorarlberg are evaluated by teachers attending seminars at the Pädagogisches Institut, the essays are submitted to them in typed form. A factor analysis of the assessments is carried out. Tables will be developed which permit an adequate assessment of content, style, and spelling.

Fehlerkategorien – Bezugsetzung zur Legasthenie (Legasthenische Fehlerkategorien). (Categories of mistakes due to dyslexia (dyslexic mistake categories).) ..... **see no. 673**

15500 LEISURE – LOISIR – FREIZEIT

610 Prosjekt fritid og idrett blant barn og ungdom. (Project on leisure and sport among children and young people.)
NO O 1974-1978
Stensaasen, Svein; Storvand, Asgeir.
Inst: Norges idrettshøgskole (Norwegian College of Physical Education and Sport) Sognsveien 220, N-Oslo 8.
Fin: Council for Scientific Sport Research in the Norwegian Confederation of Sport.
leisure; open-air activities; sport; physical education; youth; child; sex difference; social class; socio-economic status; achievement; follow-up study
loisir; activités de plein air; sport; éducation physique; jeunesse; enfant; différence de sexe; classe sociale; status socio-économique; rendement; étude longitudinale

The purpose of the project is to highlight: (1) the leisure and sport activities boys and girls from about the age of 10 to about the age of 18 participate in; (2) the characteristic changes which take place in leisure and sport interests during this period, and (3) the factors that contribute to such changes.

Design: An overlapping, longitudinal design is applied in which samples of students from each of grade levels 4, 6 and 8 are followed for four successive years.

Sample: A random sampling technique was applied to obtain a 10% sample consisting of about 20 classes at each grade level representative of each of the four regional parts into which the school authorities of Oslo have divided the municipality of Oslo.

Preliminary results: Empirical results from the data gathered in autumn 1974 and in spring 1975 show that more boys than girls are involved in sport, and that degree of involvement in sport is positively correlated with social class background.

Publ: Stensaasen, S (1976) *Prosjekt fritid og idrett. 1. Barn og ungdoms fritids- og idrettsaktiviteter.* With an English summary. Idrettspedagogiske problem. No. 16. Norges Idrettshøgskole. Oslo 77p

Stensaasen, S (1976) *Leisure and sport among youngsters. Glimpses from a Nordic project.* Idrettspedagogiske problem No. 17. Norges Idrettshøgskole. Oslo, 12p.

Stensaasen, S (1976) *Sport involvement of Norwegian youngsters related to sex, age, social class, cleverness at and satisfaction with school.* – Paper presented at Physical Activity Sciences, Quebec, Canada, July 11-16 1976 Idrettspedagogiske problem nr. 18, Norges Idrettshøgskole, Oslo, 12p.

Gymnasisternas arbetsförhållanden. (The students' work load.) . . . . **see no. 608**

16000 TEACHING PROFESSION – PROFESSION D'ENSEIGNANT – LEHRBERUF

16100 OCCUPATIONAL RESEARCH. PROFESSIONAL STATUS – RECHERCHE SUR LA PROFESSION. STATUT PROFESSIONEL – BERUFSFORSCHUNG. BERUFLICHER STATUS

611 Aspiraciones y expectativas profesionales y educacionales de la juventud Española. (Occupational and educational aspirations and expectations of young people in Spain.)
ES C 1975-1976
Rodriquez Osuna, Jacinto; Alvarado Paje, Mariano; Gonzalez Garcia, Maria Pilar; Morales Dominguez, Francisco; Porro Minondo, Maria Jose.
Inst: Instituto Nacional de Ciencias de la Educacion (National Institute of Educational Sciences) Ciudad Universitaria, Madrid-3.
Fin: Instituto Nacional de Ciencias de la Educacion; Estado Mayor Central del Ministerio del Ejercito.
occupational choice; occupational aspiration; youth; cultural heritage; profession; labour market; armed forces; survey; Spain.
choix d'une profession; aspirations professionnelles; jeunesse; héritage culturel; profession; marché du travail; forces armées; enquête; Espagne.

The aim of this project is to find out the occupational aspirations and expectations of young people in Spain in relation to their future profession and insertion in the labour market. Special attention is given to their degree of knowledge about occupational opportunities in the armed forces and their popularity.

The research is based on the hypothesis that aspirations and expectations are conditioned by several factors, especially by the educational level, and that young people have scanty knowledge of military careers and are little attracted by them.

Six samples were taken at national level, consisting of 3,000 young people in the age range 15 to 19 years with different educational and occupational background.

The data obtained were analysed correlatively and independently.

It was ascertained that educational level plays a decisive role in occupational choice. Education is conditioned by the family environment, the socio-economic status and the means offered by the society. Military careers are little known, and the upper classes are less attracted by them.

612 El rol del profesor universitario. (The role of the university teacher.)
ES C 1975-
Collazos, Carmen; Alvira, Francisco.
Inst: Instituto Nacional de Ciencias de la Educacion National Institute of Educational Sciences Ciudad Universitaria, Madrid -3.
Fin: Instituto Nacional de Ciencias de la Educacion.
teacher status; role; role conflict; teacher; higher education; occupational aspiration; occupational satisfaction; administration of education; survey.
statut de l'enseignant; rôle; conflit de rôles; enseignant; enseignement supérieur; aspirations professionnelles; satisfaction professionnelle; administration de l'enseignement; enquête.

The Spanish University is going through a period of deep transformation. As a consequence, an analysis of the changes under way is considered of the utmost importance. The study is centred on the role of the university teacher. The project aims to analyse the inter-role and intra-role conflicts that appear in the role performance and the role expectations of the different social agents. It attempts to verify whether the actual stratification of university teachers causes strain and dissatisfaction and affects adversely the teaching quality or performance.

The method followed has been a nationwide survey. The sample consisted of 529 permanent teachers, 589 provisional teachers and 600 students. The surveys were carried out on the basis of a system of stratified samples, based on the size of the population and the teaching subject.

The method used is that of statistical analysis of the data, mainly correlation analysis and multivariate analysis.

The main findings confirm part of the hypothesis.

(1) The hierarchic organization of the departments causes dissatisfaction among the provisional teachers.

(2) There is conflict of expectations between the role performance of the teacher and the perceived or maintained expectations of complementary roles (colleagues, students and administration).

(3) The work strain is higher in respect of the formal bureaucratic organization of decision making and minor regarding colleagues or students and even the work itself.

613 Evolucion y organizacion de los intereses profesionales de los alumnos de Bachillerato Unificado Polivalente (BUP) y Curso de Orientacion Universitaria (COU) en el distrito Universitario de Salamanca. (Development and organization of the vocational interests of secondary school and pre-university students in the University district of Salamanca.)
ES O 1976-1977
Benito Diez-Canseco, José; Garcia Carrasco, Joaquin; Ortega Steban, José; Prieto Adanez, Gerardo.
Inst: Instituto de Ciencias de la Educacion de la Universidad de Salamanca (Institute of Educational Sciences) Patio de Escuelas s/n. Salamanca.
Instituto Nacional de Ciencias de la Educacion, Ciudad Universitaria, Madrid-3.
Fin: Instituto Nacional de Ciencias de la Educacion.
occupational choice; vocational guidance; student; secondary education; pre-university course; questionnaire; occupational aspiration.
choix d'une profession; orientation professionnelle; étudiant; enseignement secondaire; cours pré-universitaire; questionnaire; aspirations professionnelles.

Little research has been done in Spain on the development and organisation of vocational interests. In what has, the individual characteristics of the region have not always been taken into account. On the other hand, the teachers or tutors responsible for the pre-university course are in need of a tool for exploring and evaluating the vocational interests of their students, to whom they are officially required to give guidance. In addition, the secondary schools have to develop a guidance role, and it is essential for them to have a more precise and realistic knowledge of vocational attitudes and interests of their pupils. This research aims at: (1) finding out the nature and development of vocational motivation, the structure of the vocational role expectations and the factors influencing both the former and the latter; (2) elaborating a tool for exploring and diagnosing vocational interests among secondary school and pre-university students.

A questionnaire and an inventory of interests have been drawn up and used. The exploratory tool is made up of six documents. The questionnaire tries to explore the origin and development of vocational interests, and the school, family and social context. Some of the questions are open-end; they have been analysed and classified by means of a system of categories encompassing their content. The inventory, which initially contained 400 items, was first subjected to a non-parametric analysis. The 202 most significant items are being factor analysed and perhaps later on will be analysed by 'clusters'.

The sample comprises 1,600 students in the university district of Salamanca, in groups proportional to the population according to the variables of sex, school level, science/art option, state or private school, provincial city, small town, or village.

614 Les stagiaires des centres de formation professionnelle d'animateurs.
FR O 1973-1976
Poujol, Geneviève; Romer, Madeleine.
Sup: Poujol, Geneviève (Chargée de recherche à l'Institut National d'Education Populaire).
Inst: Institut National d'Education Populaire (I.N.E.P.), 11, rue Willy-Blumenthal, 78160 Marly-le-Roi.
Secrétariat d'Etat auprès du ministre de la qualité de la vie, jeunesse et sports, 34, rue de Châteaudun, 75009 Paris.
socio-cultural activities; trainee; role perception; socio-economic status; occupational research; questionnaire; qualitative analysis.
activités socio-culturelles; stagiaire; perception de rôle; status socio-économique; recherche relative aux professions; questionnaire; analyse qualitative.

Origine et buts: Suite d'une étude sur les centres de formation professionnelle d'animateurs, commencée en 1973 avec la collaboration du conseil de développement culturel.

Hypothèses: Définir les caractéristiques sociographiques et qualitatives chez des candidats à la profession d'animateurs socioculturels.

Echantillon et méthodes: Analyses sociographique et qualitative de 400 réponses à des questionnaires envoyés à 2.500 stagiaires. Le questionnaire comportait des questions semblables à celles posées dans une enquête de l'O.C.D.E. (Organisation de coopération et de développement économiques) sur les étudiants des Instituts universitaires de technologie. L'analyse qualitative des réponses repose sur le classement d'une série de verbes caractérisant lés fonctions de l'animateur et d'une série de verbes caractérisant ce que devraient être les fonctions de l'animateur.

Premiers résultats: Les données sociographiques font apparaître une grande diversité de candidats correspondant à trois types d'écoles très caractéristiques. Les résultats de l'analyse qualitative ne sont pas encore connus.

Publ: Poujol, Geneviève. Les stagiaires des centres de formation professionnelle d'animateurs. Document de l'I.N.E.P., 1976/19.

615 Soziale Indikatoren zum Bereich 'Hochschulstudium und Berufs-und Einkommenserwartung' (Pilot-Studie). (Studies in higher education and professional income expectations: social indicators concerning the relationship between higher education and job/income expectancies.)
DE C 1974-1975
von Rosenbladt, Bernhard; Bernhardt, Ursula.
Inst: Infratest Sozialforschung, 8 Muenchen 21, Landsberger Str. 338.
pupil; student; occupational choice; occupational aspiration; guidance; income; higher education; socio-economic status.
élève; étudiant; choix d'une profession; aspirations professionnelles; orientation; revenu; enseignement supérieur; status socio-économique.

Ermittlung von Ausbildungs- und Berufsplänen sowie Berufs-, Einkommens- und Statuserwartungen an Studenten und Schülern in Abiturklassen angesichts von steigenden Studentenzahlen und härter werdenden Berufsbedingungen für

Hochschulabsolventen.

Verbindung von Umfragedaten und statistischem Material in einem praxisorientierten Konzept sozialer Indikatoren. 400 Interviews: - Schüler in Abiturklassen, - Studenten in Anfangssemestern, - Studenten in Examenssemestern.

Publ: Bundesministerium fuer Bildung und Wissenschaft. *Soziale Indikatoren zum Bereich Hochschulstudium und Berufs- Einkommenserwartung*. Bonn, 1975.

Handbuch der Berufs- und Anforderungsanalyse. (Manuel d'analyse des professions et des qualifications requises.) ..... **see no. 522**

Investigacion sobre las motivaciones de estudios profesionales al final de los estudios medios y la estructura del empleo en la region Astur-Leonesa. (Research into motivation in respect of vocational studies at the end of secondary studies and the structure of employment in the Asturias-Leon region.) ..... **see no. 526**

Kontors- och sekreterarkurs för längtidsutbildade. Projekt inom FAMU. (Clerical and secretarial course for university students. FAMU project (Research on labour market training project).) ..... **see no. 528**

Kvinnor i arbetsmarknadsutbildning. Project inom FAMU. (Women in labour market training. FAMU project (Research on labour market training project).) ..... **see no. 529**

Filolog eller laerer - om utdanning av lektorer og lektorers vurdering av egen utdanning - en analyse og en intervjuundersøkelse. (Degree holder or teacher. The education of secondary school teachers and the teachers' evaluation of their own education - analysis and research based on interviews.) ..... **see no. 619**

Jugendliche Laufbahnziele als Orientierungswerte der Bildungsplanung. (Career objectives of adolescents as orientation data in educational planning.) ..... **see no. 694**

16200 RECRUITMENT. QUALIFICATION. PERSONNEL MANAGEMENT - RECRUTEMENT. QUALIFICATION. GESTION DU PERSONNEL - ANWERBUNG. QUALIFIKATION. PERSONALVERWALTUNG

616 Arbetslivsinriktad lärarutbildning - mål och medel (ALU-projektet). (Training and education of vocational teachers - goal and means (The ALU project).)

SE O 1975-

Liljedahl, Nils Axel; Bernmalm, Sture.

Inst: Yrkespedagogiska institutet, Lärarhögskolan i Mölndal (Vocational Teacher Training College, Mölndal School of Education) Lärarhögskolan i Mölndal, Fack, S-431 20 Mölndal.

Pedagogiska institutionen, Lärarhögskolan i Mölndal, Fack, S-431 20 Mölndal.

Fin: The National Board of Education.

teacher education; vocational education; systems analysis; information system; network analysis

formation des enseignants; enseignement professionnel; analyse de systèmes; système d'information; analyse de réseau

Vocational training is regarded as having a high degree of economic importance. Even so very little is known about its characteristics and the conditions bearing upon it, how it can be stimulated and developed to higher degrees of efficiency. Almost nothing is known about the problems of teacher education within this field. The aim of the ALU project is: (1) to describe systematically on the basis of an educational technological model the process of vocational teacher education, its characteristics and the factors influencing that process; (2) to develop a flexible pedagogical system to meet the demands of an adequate vocational teacher education. Included in the project is network planning of the different parts of the development task and - within that task - the specific items of research, which are regarded as urgent and possible.

Preliminary investigations have shown that the vocational teacher has three main functions: namely production manager, supervisor or foreman, and teacher. As teacher he will maintain the old role of developer of indispensable knowledge and skill as well as assuming the new role of helper in the development of the student's personality. He teaches alone almost all subjects needed within the vocation. He does so directly in the workshop, or in a copy of a workshop, rather than in a classroom. He fulfils his functions during a whole working day, rarely divided up into lessons or 'hours'. He is forced to solve problems within wide fields.

The difference between the 'initial behaviour' of a person when starting his teacher training and the 'model behaviour' according to the demands of his functions vary from individual to individual. In many cases there is a great difference. It is necessary therefore to develop means to bridge that gap. Within the project much work has been devoted to the construction of such means, for example: centres for method development as regards specific vocations; check-lists for optimizing training; observation lists; audiovisual means for the concentration of complicated information; specific means for the stimulation of individual work, dialogue and group work; training methods in problem solving and information handling.

Publ: Liljedahl, N.A. Arbetslivsinriktad lärarutbildning - några huvudlinjer, Lärarhögskolan i Mölndal, 1975 (mimeo.)

Liljedahl, N.A. Arbetslivsinriktad lärarutbildning (ALU) - mål, medel och utvärdering, Lärarhögskolan i Mölndal, 1975 (mimeo.).

617 Desarrollo y aplicacion de un programa para el perfeccionamiento docente del profesorado de la Universidad de Sevilla. (Development and application of a programme for improving the teaching proficiency of lecturers in the University of Seville.)

ES O 1976-

Villar Angulo, Luis Miguel; Prieto Soler, Jose Maria; Almeida Neto, José; Nunez Cubero, Luis; Acasuso Diaz de G., Isabel; Esteban Arbues, Andres; Rovayo Garcia, Manuel.

Sup: Gonzalez Garcia, Francisco.

Inst: Instituto de Ciencias de la Educacion de la Universidad de Sevilla (Institute of Educational Sciences) Avda Reina Mercedes, S/N. Sevilla-12.

Instituto Nacional de Ciencias de la Educacion, Ciudad Universitaria, Madrid-3.

Fin: Instituto Nacional de Ciencias de la Educacion.

further education of teachers; videorecording; teaching programme; higher education; teacher behaviour; teaching aids; variance analysis

perfectionnement des enseignants; enregistrement sur magnétoscope; programme d'enseignement; enseignement supérieur; comportement de l'enseignant; moyens d'enseignement; analyse de variance

There is a need to set up a systematic, personalized and effective programme for the further training of teachers in university lecturing. The aims of the programme are: (1) to define the teaching situation of university lecturers in the University of Seville; (2) to ascertain the teaching styles and preferences of the lecturers; (3) to assess their teaching performance; (4) to develop a training programme for improving proficiency.

In four groups an experiment is to be conducted in respect of the following: feedback from the supervisor as against no feedback from the supervisor; feedback on videotape as against no feedback on videotape.

The hypotheses to be tested are the following: that the teachers receiving supervisor feedback will show significantly greater changes in selected teaching skills than those teachers that do not receive supervisor feedback; that the teachers receiving videotape feedback will show significantly greater changes in selected teaching skills than those teachers who do not receive videotape feedback.

Sample: Forty university lecturers from the University of Seville.

Analysis of covariance will be used to check changes occurring between pre-test (first recording) and post-test (second recording) in each of the four groups. To collect the data 80 videotapes will be analysed.

618 Evaluation de l'enseignement secondaire en vue d'améliorer et d'harmoniser la formation des maitres.

CH C 1975-1976

Gygi, Bernard; Delcourt, J.L.; Pastore, D.; Tschaler, J.P.

Inst: Etudes pédagogiques de l'enseignement secondaire, 16 Ch. du Bouchet, 1209 Genève, Suisse.

self-evaluation; didactics; teacher; secondary education; teacher education; teaching method; microteaching; audiovisual aid; observation; vocational guidance; curriculum

autoévaluation; didactique; enseignant; enseignement secondaire; formation des enseignants; méthode pédagogique; microenseignement; moyen audiovisuel; observation; orientation professionnelle; programme d'études

Examiner, dans le dessin d'améliorer et d'harmoniser la formation des maitres, les différents moyens et instruments d'observation de l'enseignant.

Le travail proprement dit consistait à établir des critères, à recenser, à comparer et à tester les instruments existants, à s'initier pratiquement à l'observation en classe ainsi qu'en microenseignement.

L'étude a conduit à fixer des points communs d'évaluation permettant le maximum d'impartialité dans l'appréciation du travail des candidats, à influencer le déroulement des séminaires de méthodologie et à développer l'intérêt de chaque enseignant pour l'autoévaluation.

619 Filolog eller laerer - om utdanning av lektorer og lektorers vurdering av egen utdanning - en analyse og en intervjuundersøkelse. (Degree holder or teacher. The education of secondary school teachers and the teachers' evaluation of their own education - analysis and research based on interviews.)

NO C 1974-1976

Jordell, Karl Øyvind.

Sup: Waage, Jan Fredrik; Handal, Gunnar.

Inst: Forsøksrådet for skoleverket (National Council for Innovation in Education) Box 38, Linderud, N-Oslo 5.

Fin: National Council for Innovation in Education.

reform of education; teaching profession; teacher education; teacher behaviour; attitude; opinion; secondary school; university studies; curriculum subject; survey; interview

réforme de l'enseignement; profession d'enseignant; formation des enseignants; comportement de l'enseignant; attitude; opinion; école secondaire; études universitaires; matière d'enseignement; enquête; entretien

The reforms in the secondary education in Norway have had important implications for teacher education. The study was focused upon how teachers in secondary schools evaluated their education in relation to their work as teachers, and included teachers of Norwegian and history/social sciences.

Sample and methods: On the basis of literature studies possible conflicts arising from the fact that university studies are (academic) subject-oriented or oriented towards educational functions were discussed. On the basis of content analysis, the content of the academic studies was compared with that of school subjects. Recent debate on teacher education for secondary schools was reported. 147 teachers in the two subjects were interviewed.

Results: University studies were found to be more subject-oriented than oriented towards the students' educational functions in future. In debates on teacher education, teacher organizations tended to be in favour of a subject-oriented education. About 2/3 of the teachers interviewed held the same views, but many teachers would also like the studies to correspond better to the demands they meet in future jobs.

Publ: Jordell, Karl Øyvind (1975): *Utdanning av lektorer og lektorenes oppgaver i skolen. En intervjuundersøkelse blant norsklektorer*. Forsøksrådet for skoleverket, Oslo. 51p + app.

Jordell, Karl Øyvind (1976): *Filolog eller laerer. Om utdanning av lektorer og lektorens vurdering av sin utdanning - en analyse og en intervjuundersøkelse*. Forsøksrådet for skoleverket, Oslo. 292p. + app.

620 Gymnasiallehrerausbildung zwischen Tradition und Innovation. Bedingungen, Inhalte und Tendenzen der Referendarausbildung aus der Sicht von Seminardozenten. (The training of teachers for upper secondary education (Gymnasium) between tradition and innovation: conditions, contents and tendencies in respect of induction training as seen by teacher trainers.)

DE C 1969-1975

Reichwein, Roland.

Inst: Max-Planck-Institut fuer Bildungsforschung, 1 Berlin 33, Lentzeallee 94 c/o Frau B. Brodkorb.

teacher; teacher education; upper secondary; probationary teacher

enseignant; formation des enseignants; secondaire deuxième cycle, enseignant stagiaire

Ziel ist die progressiv-innovatorischen Ansätze in der Referendarausbildung von Gymnasiallehrern und ihre institutionellen oder personellen Bedinungen auf der Angebotsseite der Seminarausbilder zu untersuchen.

45 Interviews: 150 Seminarleiter; 455 schriftliche Befragungen: 2,000 Fachseminarleiter.

Ergebnisse: Die Referendarausbildung ist überwiegend konservativ-konventionell, aber etwa 1/4 der Seminar-ausbilder hat eine ausgeprägt progressiv-innovatorische Tendenz. Die Qualität der Referendarausbildung ist weniger von objektiven, institutionellen Arbeitsbedingungen und mehr von personellen Einstellungen abhängig, wobei jedoch signifikante Unterschiede zwischen den einzelnen Fächern und Ländern der Bundesrepublik bestehen.

Publ: Reichwein, Roland: *Gymnasiallehrerausbildung zwischen Tradition und Innovation. Studien und Berichte des Max-Planck-Instituts fuer Bildungsforschung*. Berlin, 1976.

621 Infrastruktur für eine lokale und regionale Lehrerfortbildung und Curriculumentwicklung. (Infrastructure pour le perfectionnement local et régional des enseignants et développement d'un curriculum.)

CH C 1971-1975

Heiniger, Ueli; Rickenbacher, Iwan.

Inst: Freiburger Arbeitsgruppe für Lehrplanforschung (FAL) 1, rue de l'Hôpital, 1700 Fribourg.

Pädagogisches Institut der Universität Fribourg.

Fin: Innerschweizer Erziehungsdirektoren-Konferenz (IEDK).

curriculum; further education of teachers; guidance period; occupational choice; planning of education; reform; regional cooperation, action research; questionnaire

programme d'études; perfectionnement des enseignants; cycle d'orientation, choix d'une profession, planification de l'éducation, réforme, coopération régionale, recherche action, questionnaire

Diese Arbeit ist ein Teil des Projektes 'Entwicklung und begleitende Analysen eines Curriculums der Oberstufe'. Auf Grund der deskriptiven Resultate, die über einen Fragebogen zustande kamen, der über Rolle, Stellung, Funktion und Kooperationswilligkeit der Oberstufenlehrer (108) Auskunft gab, konnten die befragten Oberstufenlehrer postulatartige Forderungen für die Zukunft aufstellen, d.h. die Meinungsbildung soll an der Basis (Lehrergruppen) geschehen, der Lehrer wird zum Subjekt der Forschung, der Entscheidungskriterien ausweriet. Mit dem Einbezug von englischen Teachers Centres - Erfahrungen (über Interviews mit 12 TC-Leitern) soll ein Modell für die Lehrerfortbildung in Verbindung mit basisnaher Curriculumentwicklung für den regionalen (hier: Zentralschweizerischen) Raum entstehen.

Folgende bisherige Ergebnisse sind zu nennen: - Realisation der Oberstufenzentren (Mittelpunktschulen) als struktruelle Reform im Kanton Schwyz, - Weiterverfolgen der Mittelpunktschulidee (Orientierungsstufe) im regionalen Raum: Bericht Rickenbacher über die Orientierungsstufe (1973) und Aufbau des Zentralschweizerischen Beratungsdienstes für Schulfragen, - Lernzielkatalog für das Uebertrittsverfahren Primar - Sekundarschule, - Funktionsbeschreibung für den Schulhausbau, - Lehrerpostulate für die Fortführung des Reformprojektes.

Publ: Rickenbacher, Iwan. *Entwicklungsplan der Schulen im Kantons Schwyz*. Fribourg: Auslieferung Beltz, 1972.

Heiniger, Ueli. Mikroaufnahmen aus der Schulwirklichkeit. In: *Schweizerische Lehrerzeitung*, Heft 21, Zürich, 1974.

Gunternj; Heiniger; Kälin; Rickenbacher. *Oberstufenreform des Kantons Schwyz*. Zürich und Aarau: Sabe-Verlag, 1975.

622 Kooperation Schule-Familie. (Coopération entre école et famille.)

CH O 1974-1976

Rauh, Christoph; König, Judith; Zbinden, Werner.

Inst: Hochschule Aargau für Bildungswissenschaften. Vorbereitungsstufe, Entfelderstrasse 61, 5000 Aarau.

Fin: Lehrerfortbildung des Kantons Aargau.

adult education; curriculum; further education of teachers; parental attitude; parent-school relation; primary school; secondary school, action research; content analysis; evaluation

éducation des adultes; programme d'études; perfectionnement des enseignants; attitude des parents; relation parents-école; école primaire; école secondaire; recherche action; analyse de contenu; évaluation

Das Projekt strebt folgende Ziele an: - Entwicklung und Evaluation offener Curricula für die Weiterbildung (insbesondere Lehrerweiterbildung und Elternbildung), - Entwicklung und Evaluation von Strategien der Kommunikation, Konfliktlösung und Kooperation zwischen Schule und Familie.

Methode: Anwendung von Grundsätzen der Handlungsforschung zur Konstruktion und Evaluation prozessbezogener (offener) Curricula für Erwachsene.

Projektablauf: Phase 1 - Eine Arbeitsgruppe I amtierender Lehrer sammelt Probleme und sichtet Reformversuche im Bereich 'Kooperation zwischen Schule und Familie'. Phase 2 - In Zusammenarbeit mit einer Gruppe (Arbeitsgruppe II) von Dozenten der Lehrerfortbildung wird das Curriculum eines einwöchigen Kompaktkurses für Lehrer und Eltern entwickelt (formative Evaluation). Phase 3 - Kompaktkurs der Lehrerfortbildung 'Kooperation Schule-Familie' (für Lehrer und Eltern). Phase 4 - Supervisions- und Evaluationsgruppe für Teilnehmer des Kompaktkurses (Transferprobleme und institutionelle Widerstände bei der Umsetzung des Gelernten in die Praxis, Supervision der Kooperation zwischen Lehrern und Eltern). Ungefähr 30-50 Lehrer, Eltern und Schüler des Kantons Aargau wurden interviewt und alle Teilnehmer (75) des Kompaktkurses der Lehrerbildung schriftlich befragt.

Die bisherigen Erfahrungen betreffen vier Ebenen: Prozesse auf der Sach- und Beziehungsebene, Auswirkungen auf die Weiterentwicklung des Projektplanes, Innovative Wirkungen auf das Schulsystem, Methodologische Erkenntnisse. Eine zusammenhängende Darstellung der Ueberlegungen zur 'Theorie des Feldes Schule - Familie', zur Handlungsforschung und zur Methode der Lernplanung (offenes Curriculum) ist geplant.

Publ: Rauh, Christoph. Kooperation zwischen Schule und Familie. Ein Projekt aktivierender Forschung im Bereich der Bildung Erwachsener. In: *Bericht des 2. Kongresses der Schweizerischen Gesellschaft für Soziologie*. Genf, SGS, 1974, pp. 341-352.

Rauh, Christoph. Eltern fordern uns heraus. (Ueberblick über das Projekt mit Kursausschreibung). in: *Schulblatt Aargau/Solothurn*, Nr. 18, 1974.

Rauh Christoph. Der Lehrer und die Laufbahnwahl seiner Schüler - Vorschläge zur Reform der Lehrerbildung. In: *Arbeitsbericht Nr. 3 der Vorbereitungsstufe der Hochschule Aargau*, 1974.

Rauh, Christoph. Schule und Familie arbeiten zusammen und das Projekt Zusammenarbeit Schule-Familie - ein Weg aus der Expertokratie?. In: *Schweizerische Lehrerzeitung*, 5.6.1975.

623 Laerardugleiksprosjektet. (A study of teachers' effectiveness.)

NO C 1970-1975

Kleven, Thor Arnfinn; Strømnes, Åsmund L.; Gabrielsen, Egil; Tveit, Bjarne.

Inst: Pedagogisk Forskningsinstitutt (Institute of Educational Research) Box 1092, Blindern N-Oslo 3.

University of Oslo, Blindern, N-Oslo 3.

Fin: The National Council for Innovation in Education. The Norwegian Research Council for Science and the Humanities.

teacher education; teaching profession, teaching aptitude; teaching method; teaching technique; interaction; teaching aids; diagnosis; learning difficulty; measurement; questionnaire; observation

formation des enseignants; profession d'enseignant; aptitude à l'enseignement; méthode pédagogique; technique pédagogique; interaction; moyens d'enseignement, diagnostic; trouble de l'apprentissage; mesure; questionnaire; observation

The main aim was to analyze whether the ability to teach could be learned during adulthood, or whether such an ability was inborn or acquired through early experiences. On the basis of the first assumption, the aim was to look at factors in teacher education which helped students to learn to become good teachers. The project also aimed at constructing and evaluating teacher training programmes and parts of such programmes which could be a source of inspiration for teachers within the teacher training colleges.

Sample and methods: In the preliminary phase 230 students at teacher training colleges participated as research subjects in testing instruments constructed to measure variables concerning knowledge, perception and encoding. In the main phase 180 student teachers participated in three different programmes and were measured before and after. 140 answered an enquiry two years after having completed their teacher training.

Results: The training programmes had an evident short-term effect. Six factors constituting the main functions in professional teaching were found: planning, creating contact and interaction; mastering the strategies of instruction, knowledge of and experience in handling facilities and resources including the technical ones; diagnosis and evaluation of the child and its learning behaviour; knowledge of and ability to cope with the daily routines at school. The rather global teacher training programmes were not too successful in giving the students adequate experience in fulfilling these functions.

Publ: Strømnes, Å.L. & Kleven, T.A. *Eit ITV-opplegg i laerarudanninga*. Oslo: Pedagogisk Forskningsinstitutt, 1971. 29 p.

Strømnes, Å.L. *Laerarrekrutar undèr utdanning. Ein representativitetsanalyse*. Oslo: Pedagogisk Forskningsinstitutt, 1972. 72 p.

Kleven, T.A. *Laererreaksjoner i kritiske klasseromssituasjoner*. Oslo: Pedagogisk Forskningsinstitutt, 1972. 190 p.

Strømnes, Å.L. *Øvingsopplaering i laerarskolane*. Oslo: Pedagogisk Forskningsinstitutt, 1973. 205 p.

Kleven, T.A. & Strømnes, Å.L. *Persepsjon i kompleksé stimulussituasjoner*. Oslo: Pedagogisk Forskningsinstitutt, 1973. 37 p.

Gabrielsen, E., Kleven, T.A. & Strømnes, Å.L. *Logisk ordning av budskap*. Oslo: Pedagogisk Forskningsinstitutt, 1973. 31 p.

Tveit, B., Oppegaard, O. & Strømnes, Å.L. *AV-kunnskap som ledd i laererutdanninga*. Oslo: Pedagogisk Forskningsinstitutt, 1974. 44 p.

624 Laererutdanning og laereryrke. (Teacher training and the teaching profession.)

NO O 1976-1977

Møglestue, Idar; Jeber, Arild.

Inst: Statistisk Sentralbyrá (Central Bureau of Statistics) Dronningensgt. 16 Oslo Dep., N-Oslo 1.

Fin: Central Bureau of Statistics.

planning of education; economics of education; teacher education; demand for teachers; supply of teachers; occupational prognosis; college of education; statistical data; statistical analysis; census

planification de l'éducation; économie de l'éducation; formation des enseignants; besoin d'enseignants; offre d'enseignants; pronostic de carrière; école normale; données statistiques; analyse statistique; recensement

A certain number of trained teachers do not enter the teaching profession or they leave school after a few years. It is important to know the extent of this dropout, for example when estimating the need for expansion in the teacher training colleges. This research aims at showing the number and the background of the trained teachers who did not work as such in 1970.

Sample and methods: Every graduate from a teacher training college resident in

Norway on 1st November 1970 (total 37,490). Stock studies based on frequency tables.

625 Lehrerfortbildung II. (Further training of teachers II.)
AT O 1976-1977
Sturm, Johann; Weiss, Rudolf.
Inst: Institut für Erziehungswissenschaft, Innrain 30, A-6020 Innsbruck.
Pädagogisches Institut des Bundes für Oberösterreich, Rainerstrasse 11, A-4020 Linz.
teacher; further education of teachers; attitude; teacher behaviour; head teacher
enseignant; perfectionnement des enseignants; attitude; comportement de l'enseignant; chef d'établissement

This is a continuation of the project 'Further training of teachers in Upper Austria' (see *Educational Research in Austria 1973-74*, p.53). A differentiated analysis of the attitude of young teachers and headmasters to the further training of teachers is currently being carried out.

The statistical evaluation of existing material is complemented by a questionnaire-based survey.

626 Lehrerverhaltenstraining. (Teacher behaviour training.)
AT O 1975-1977
Schöler, Walter; Pongratz, Gerhard; Schludermann, Elfriede; Adam, Erich; Hartmann, Günter.
Inst: Lehrkanzel für Unterrichtswissenschaft I, Universitätsstrasse 67, A-9020 Klagenfurt.
Universität für Bildungswissenschaften Klagenfurt, Klagenfurt.
Fin: Österreichische Nationalbank.
teacher education; teaching practice; teaching method; teacher behaviour
formation des enseignants; pratique pédagogique; méthode pédagogique; comportement de l'enseignant

The problem of practice-oriented teacher training is dealt with in this project. The project aims at developing a concept of teacher training which to a larger degree than hitherto takes into account the demands of classroom work. Teacher behaviour will be described, and assessment criteria will be deduced from these descriptions.

627 Opettajien täydennyskoulutustutkimus (SIVA-koulutustutkimus). (A study on teacher in-service training.)
FI O 1973-1977
Taipale, Hannu Pentti.
Sup: Kangasniemi, Erkki.
Inst: Kasvatustieteiden tutkimuslaitos (Institute for Educational Research) Sammonkatu 4, 40100 Jyväskylä 10.
Jyväskylän yliopisto, Seminaarinkatu 15, 40100 Jyväskylä 10.
Fin: Kouluhallitus/National Board of Education.
teacher education; further education of teachers; attitude; educational technology; content analysis; survey
formation des enseignants; perfectionnement des enseignants; attitude; technologie de l'éducation; analyse de contenu; enquête

Teachers' statutory in-service training has had to be arranged quickly and with scarce resources. Consequently, the training has had drawbacks and shortages, which have aroused criticism among both the teachers and those responsible for the training. The purpose of the study is to provide information which is needed for the development of teachers' statutory in-service training and the training of 'county advisers'.

The study has been divided into four parts: (1) a description of the plan for in-service training and a critical review of methodology on the basis of the principles of educational technology with a view to making proposals for the improvement of training; (2) the obtaining of information on the success of the in-service training for the use of school authorities responsible for education decisions by means of an analysis of public criticism of teacher in-service training using the principles of content analysis; (3) a survey of the experience, opinions and suggestions for improvement of various parties involved in teacher in-service training; (4) follow-up of the county advisers' activities. In 1977 the study will concentrate on the evaluation of the usefulness and the results of the system of county and local advisers.

Criticism using educational technology principles for reference concerned the general planning of the training, lack of clear objectives, lack of assessment of achievements, timing, forms of work, the system of training county and local advisers and the lack of consideration for individual training needs. Public criticism of the training has been directed at the contents of the training, forms of work, training material, the adviser system and the inadequate resources of the school departments of the municipalities and county governments. The results of the survey (3) will be available at the beginning of 1977. The results of the follow-up inquiry sent to all county advisers will be available in the course of 1977.

Publ: Renko, M. & Taipale, H. (1973) *SIVA-koulutustutkimus I: SIVA-koulutussuunnitelman kuvaus ja opetusteknologinen kritiikki*. Jyväskylan yliopisto. Kasvatustieteiden tutkimuslaitoksen julkaisuja. N:o 211. 51 p.
Taipale, H. (1974) *SIVA-koulutustutkimus II: Opettajien täydennyskoulutukseen kohdistunut julkinen kritiikki*. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitoksen julkaisuja. N:o 228. 72 p.

628 Recherche sur la transformation des attitudes des éducateurs P.E.G.C. (professeur d'enseignement général de collège).
FR O 1975-
Mialaret, Gaston.
Inst: U.E.R. Informatique et Sciences de l'Homme. Laboratoire de Psychopédagogie, Esplanade de la Paix, 14032 Caen Cedex.
Université de Caen, Esplanade de la Paix, 14032 Caen Cedex.
Fin: Ministère de l'Education.
attitude change; teacher behaviour; teacher education; teaching practice; self-perception; measurement technique
changement d'attitude; comportement de l'enseignant; formation des enseignants; pratique pédagogique; perception de soi; technique de mesure

Origine et buts: Parmi les problèmes que doit résoudre la formation des futurs professeurs on rencontre celui de la transformation des attitudes dites 'éducatives'. Il ne s'agit pas d'imposer un modèle de conduite ou d'attitude pédagogique mais d'aider les futurs professeurs à prendre conscience des variables personnelles qu'ils introduisent dans toute situation éducative.

Plan de recherche: Grâce à un montage audio-visuel (1er temps de la recherche: construction de l'incident) on présente à de futurs professeurs un incident. On provoque leurs réactions grâce à un texte libre et un questionnaire (2e temps: construction du questionnaire et validation). On provoque une discussion de groupe pour permettre à chaque attitude d'être présentée et justifiée (3e temps: enregistrement et dépouillement des discussions de groupe). On présente une seconde fois (après un temps à déterminer) le même incident critique pour étudier la différence entre les réactions exprimées.

Hypothèse: La construction d'une série de douze incidents critiques permettra ou non de voir si l'attitude générale des futurs professeurs s'est transformée.

Méthodes et échantillon: Une échelle d'attitudes pédagogiques (M.T.A.I.) est appliquée à l'ensemble des réponses pour mesurer les changements d'attitudes des professeurs. Une adaptation de cette échelle est faite pour la population française. La recherche est menée dans les Centres pédagogiques régionaux au niveau universitaire. En accord avec les Inspecteurs départementaux de l'Education nationale de l'Académie, essai de validation des instruments sur les professeurs de collège d'enseignement général.

Publ: Mialaret, Gaston. La technique moderne et la formation des éducateurs. In: *Sciences de l'éducation. Pour l'ère nouvelle*, 1971/3, pp. 4-48.
Postic, Marcel. L'analyse des actes pédagogiques des professeurs de sciences. In: *Sciences de l'éducation. Pour l'ère nouvelle*. 1971/1, pp. 57-199.
Mialaret, Gaston. Vues d'ensemble sur la formation des éducateurs. In: *Sciences de l'éducation. Pour l'ère nouvelle*, 1973/2-3, pp. 183-211.
Robidas, G. Recherches sur certains aspects psychologiques et pédagogiques de la formation des professeurs. Thèse de doctorat de 3ème cycle, Caen, 1973.

Berufsausbildung und Beschäftigungssystem. Eine empirische Untersuchung der Vermittlung und Verwendung von Qualifikationen in fünf Grossbetrieben der Metallindustrie. (Vocational training and the employment system. Empirical study on promotion and use of qualifications in five big plants in the metal industry.) see no. 484

Grundlagen für eine lernzielorientierte Förderung durch den Kindergarten. (Basic material for use in kindergartens to strengthen educational goal orientation.) see no. 491

Berufe in der Erwachsenenbildung – Elemente eines Ausbildungsprogrammes für voll- und teilzeitliche Mitarbeiter in der Erwachsenenbildung. (Professions dans l'éducation des adultes – Eléments d'un programme de formation pour collaborateurs à plein-temps et à temps partiel dans l'éducation des adultes.) see no. 511

Projekt Berufspaedagogik. (Project 'Vocational Education'.) see no. 531

Utvikle tverrfaglig praktisk-etisk teamarbeid i lærerutdanningen. (To develop integrated practical-aesthetical teamwork in teacher training programmes.) see no. 546

Lokalhistorie i skolen. (Local history at school.) see no. 577

Modifikation von Verhaltenstrainingsmodellen aus dem Bereich des Managementtrainings für berufsbildende Schulen. (The modification of behaviour training models, used in management training, for use in secondary technical and commercial schools.) see no. 53

In-service education after the White Paper 'Education – a framework for expansion': a survey of the opinions of teachers. see no. 587

Estudio annalítico del arto didactico mediante CC. TV. (An analytical study of teaching performance by means of closed-circuit television.) see no. 598

Recherche sur l'autoscopie de groupe par techniques vidéo, pour l'analyse des attentes en formation, dans le cadre de la formation initiale et continue des formateurs. see no. 600

Utilización del CC.TV. para la auto-evaluación del profesorado de enseñanza media en formación. (Use of CCTV for self-evaluation by secondary school teachers in training.) see no. 602

Veränderungen berufsbezogener Einstellungen während Lehrerausbildung und Berufseinführung. (Changement des attitudes professionnelles de l'instituteur pendant la formation et la phase initiale de l'exercice de la profession.) see no. 631

An investigation of different methods of support for probationer teachers enjoying day release. see no. 688

Schulinformationssystem. (School information system.) see no. 697

16300 WORKING CONDITIONS. TRADE UNIONISM – CONDITIONS DE TRAVAIL. SYNDICALISME – ARBEITSBEDINGUNGEN. GEWERKSCHAFTSBEWEGUNG

629 Les conditions psycho-sociales de l'adaptation scolaire à l'école maternelle: analyse objective de certains aspects relationnels et étude de leur influence sur le développement général de l'enfant.
FR O 1974-1977
Gilly, Michel.
Inst: U.E.R. de Psychologie, Université d'Aix-Marseille I, 29, Avenue Robert Schumann, 13100 Aix-en-Provence.
Université d'Aix-Marseille I.
Fin: Action Thématique Programmée – Centre National de Recherche Scientifique.
teacher-pupil relation; parent-school relation; social integration; child development; nursery school
relation maître-élève; relation parents-école; intégration sociale; développement de l'enfant; école maternelle

But et plan de recherche: Mise en place du dispositif de recueil de données visant à étudier les conditions générales du fonctionnement de la classe du point de vue des relations enseignant-enseigné et mise en place d'un dispositif

différentiel visant à éprouver l'effet sur le développement général des enfants d'actions systématiques au niveau du fonctionnement de ces relations.

Méthodes: échantillons: Mise en lumière des 'dimensions' sous-jacentes aux représentations, attitudes et comportements des enseignants prenant en compte les conditions institutionnelles générales du fonctionnement de l'école et objectifs qui lui sont assignés et/ou que les enseignants lui assignent, des rôles et statuts professionnels des intervenants (enseignants, administrateurs) ainsi que des rapports généraux école-famille, parents-enseignants. Puis actions systématiques sur les dimensions repérées dans la phase précédente et mesure des effets obtenus.

630 Probleme eines Trainings des Lehrerverhaltens. Theoretisch-strategische Aspekte sowie exemplarische Entwicklung und Erprobung eines modifizierten Microteaching-Ansatzes. (Problems of training teacher behaviour. Development and testing of a modified approach in microteaching.)
DE C 1973-1975
Schlein, Rudolf.
Inst: Universitaet Hamburg, Fb. Erziehungswissenschaft, Audio-visuelles Zentrum, 2 Hamburg 13, Von-Melle-Park 8.
teacher behaviour; teacher education; microteaching; teaching technique; teacher-pupil relation; learning psychology
comportement de l'enseignant; formation des enseignants; microenseignement; technique pédagogique; relation maître-élève; psychologie de l'apprentissage

Ziel ist die Untersuchung der Frage: Was leisten die bisherigen Ergebnisse zur Lehrerverhaltensforschung für den Entwurf von Programmen für eine Beeinflussung des Lehrerverhaltens?

Darstellung und Kritik von Methoden des Lehrerverhaltenstrainings unter lernpsychologischen Aspekten. Entwicklung und praktische Erprobung einer Lehrerverhaltensstrategie in einem didaktisch-methodischen Kontext. Untersuchung von Verhaltensänderungen während eines Laborunterrichts bei Lehrerstudenten über mehrere Trainingsabschnitte. 29 Experimente: Hamburger Lehrerstudenten.

Resultate: Die Frage, ob sich Verhaltensänderungen bei Lehrerstudenten ergeben, die die entwickelte Unterrichtsstrategie während der Interaktion mit Schülern über mehrere Trainingssequenzen in Form von Microteaching erprobten, kann positiv beantwortet werden. Es treten signifikante Verhaltensänderungen auf: Verbesserung der Lehrersprachqualität, Steigerung des Bewertungs- und Sondierungsniveaus, Zunahme der Impulsoffenheit. Steuerungsmittel für Schülerverhalten werden situationsspezifisch vermehrt. Im Verlauf des Trainings ergibt sich eine Veränderung der Gewichtung einzelner Lehrerverhaltensweisen innerhalb der Gesamtstrategie. 53-72% der Schülerverhaltensvarianz können mit Hilfe der Lehrerprediktoren vorausgesagt werden. Hinweise für die empirische Validität eines Schülerfragebogens als Feed-Back-Instrument wurden gewonnen.

631 Veränderungen berufsbezogener Einstellungen während Lehrerausbildung und Berufseinführung. (Changement des attitudes professionnelles de l'instituteur pendant la formation et la phase initiale de l'exercice de la profession.)
CH O 1975-1978
Tanner, Hannes; Hofacher, Kurt; Hutter, Paul.
Sup: Widmer, Konrad.
Inst: Pädagogisches Institut der Universität Zürich, Rämistrasse 74, 8001 Zürich.
Fin: Erziehungsdirektion des Kantons Zürich.
interaction; primary school; secondary school; social behaviour; teacher behaviour; teacher education; teacher-pupil relation; questionnaire
interaction; école primaire; école secondaire; comportement social; comportement de l'enseignant; formation des enseignants; relation maître-élève; questionnaire

Das Projekt ist auf die diagnostische Erfassung von berufsbezogenen Einstellungen und deren Veränderung im Verlaufe von Berufsausbildung und Berufseinführung angelegt. Dabei ist es primär auf die Zürcher Verhältnisse zugeschnitten, die im wesentlichen durch zwei Gegebenheiten charakterisiert sind: – Maturitätsgebundener Ausbildungsgang und entsprechende Möglichkeit, den gesamten Unterricht auf das künftige Berufsfeld auszurichten. Die eigentliche Ausbildung dauert 1 bzw 1 1/2 Jahre. Daran schliesst in Form des 'Verweserdienstes' eine zweijährige Berufseinführungsphase an, während welcher die Junglehrer der Supervision haupt- und nebenamtlicher 'Berater' unterstellt sind. – Integrative Verknüpfung von 'theoretischer' (pädagogischer, psychologischer, allgemein-und fachdidaktischer Ausbildung) und schulpraktischer Ausbildung durch wöchentliche Lehrübungen und verschiedene mehrwöchige Praktika.

Das Projekt soll u.a. der Klärung folgender Aspekte dienen: – Relevante Motive für die Wahl des Lehrerberufes; – Allfällige Korrelation zwischen Ausbildungsschwerpunkten (insbesondere der schulpraktischen Ausbildung) und Veränderung der Einstellungen gegenüber beruflichen Interaktionspartnern, Berufsfunktionen und Arbeitsbedingungen; – Klärung der Frage, ob sich beim Eintritt in die Berufspraxis die unter dem Schlagwort 'Konservativismussyndrom' oder 'Realitätsschock' abgehandelte Abkehr von Einstellungen, wie sie durch die Ausbildung angestrebt wurden, auch bei einer integrativen Konzeption von theoretischer und schulpraktischer Ausbildung beobachten lässt. Die Befunde sollen aber letztlich neben andern als Grundlage für die Revision der Zürcher Primarlehrerausbidung dienen.

Alle Studenten des Oberseminars (400 der Abt. 2; 200 der Abt. 1) unterzogen sich einer Panelbefragung, die weitgehend von Statements mit Likert-Skalen vorgegeben war.

Ausländerkinder im Bildungssystem der Schweiz. (Les enfants étrangers dans le système scolaire suisse.) ..... see no. 479

Planstudie Kindergarten. (Etude de planification concernant les jardins d'enfants.) ..... see no. 495

Bestandsaufnahme: Sozialkundeunterricht. (Assessment of teaching and learning in social studies.) ..... see no. 576

Die Berufs- und Arbeitswelt in den Lesebüchern der Hauptschulen. (Occupations and working life in readers for compulsory lower secondary schools.) ..... see no. 594

Untersuchung zur Beurteilung von Schülerarbeiten. Teil 2: Aufsatzbeurteilung. (Study on the assessment of pupils' work. Part II: the assessment of essays.) ..... see no. 609

Lehrerverhaltenstraining. (Teacher behaviour training.) ..... see no. 626

Samspelet mellan skola och hem. Former för kontakt mellan lärare, föräldrar och elever i grundskolan. (Interplay between school and home. Forms of contact between teachers, parents and pupils in comprehensive school.) ..... see no. 665

Bestandsaufnahme und Analyse von Bildungsurlaubsveranstaltungen auf der Grundlage von Tarifverträgen und Betriebsvereinbarungen. (Assessment and analysis of programmes of educational leave based on wage agreements and/or agreements with enterprises.) ..... see no. 677

Einstellung zur Fünftagewoche bei Wiener Lehrern. (The opinion of teachers in Vienna on a five-day week.) ..... see no. 678

Lehrerverhalten bei der Schulinspektion. (The behaviour of teachers during school inspections.) ..... see no. 695

17000 PSYCHOLOGY OF EDUCATION – PSYCHOLOGIE DE L'EDUCATION – PAEDAGOGISCHE PSYCHOLOGIE

17100 PSYCHOLOGY OF EDUCATION – PSYCHOLOGIE DE L'EDUCATION – PAEDAGOGISCHE PSYCHOLOGIE

632 Utstötta och isolerade barn – en utvecklingsstudie. (Rejected and isolated children: A longitudinal study.)
SE O 1975-1977
Magnusson, David; Rapp, Jan.
Inst: Psykologiska institutionen (Department of Psychology) Box 6706, S-113 85 Stockholm.
University of Stockholm, Fiskartorpsvägen 160, Frescati, Pa Fack, 104 05 Stockholm.
Fin: The Bank of Sweden Tercentenary Foundation.
peer group; personality development; follow-up study; social adjustment; child psychology
groupe d'égaux; développement de la personnalité; étude longitudinale; adaptation sociale; psychologie de l'enfant

In the 1960s there was an intense debate in the Swedish newspapers, schools and society on the rejection and isolation experienced by some school children among their peers. This project was designed to study -what long-term consequences on personality development early differences in experience of acceptance-rejection among peers might have.

Groups of children who constituted extremes in the popularity-unpopularity dimension were sampled along with a group of children with normal peer relations. The three groups consisted of 30 children each with an equal number of boys and girls in each group, altogether 90 children. Data collections have been made every second year since the children were nine years of age and at the time of the next data collection they will be 21 years old. Data collections have included interviews with father and mother, teacher and child at ten years of age, and observations and questionnaires to parents and children, test results and so forth every second year during the follow-up period. Development is studied during an eleven-year period. The study is completed by a thorough evaluation of present social and psychological adjustment. The methods used in the final evaluation will be personal interviews and questionnaires.

Short-term evaluations, when the children were 11 years old, showed that several variables in the home background discriminated very well between the three groups of children. Suffice it to say that differences in rearing practice and in parental attitudes to their children and to the local environment in general seemed to influence the possibilities of their children with respect to social relations among peers.

Publ: Adebäck, B. Sociala relationer i skolan (Social relations at school). Örebro Project, special study 6-7. Stockholm: Department of Psychology, 1969, 350 p.
Magnusson, D.; Dunér, A. & Zetterblom, G. *Adjustment. A longitudinal study*. Almqvist & Wiksell, 1975, 266 p.

17200 CHILD DEVELOPMENT. LEARNING – DEVELOPPEMENT DE L'ENFANT. ACQUISITION DE CONNAISSANCES – KINDESENTWICKLUNG. LERNEN

633 Et sett av eksperimentelle undersøkelser av læring/undervisning m.m. hvorav de fleste har til hensikt å belyse en pedagogisk rettet, teoretisk modell av lærende personer på ulike utviklingsnivå. (A series of experimental investigations into the relationship between learning and teaching, most of which aim at validating an educationally applicable, theoretical model of learning for persons at different levels of development.)
NO O 1976-
Nyborg, Magne.
Inst: Pedagogisk Forskningsinstitutt (Institute of Educational Research) Postboks 1092, Blindern N-Oslo 3.
University of Oslo, Blindern N-Oslo 3.
Fin: The University Annuum.
learning; learning process; learning psychology; learning theory; concept formation; teaching method; transfer of learning; experimental research
acquisition de connaissances; apprentissage; psychologie de l'apprentissage; théorie de l'apprentissage; formation de concept; méthode pédagogique, transfert pédagogique; recherche expérimentale

Aims: To assess the validity of a theoretical model of learning (word associations, concept identification experiment). (2) To increase the effectiveness and adequateness of teaching/learning.

Design: Experimental transfer-of-learning investigations carried out by means of several methods and control groups, and most frequently by means of a

specifically designed discrimination learning panel, intended to permit several categories of learning to be investigated.

Sample and methods: So far, graduate students of educational psychology have served as experimental subjects. Various kinds of sampling procedures and statistical methods will be used.

634 Kasvuympäristön yhteyksistä kaksivuotiaiden kielellisiin ja kognitiivisiin taitoihin. (The relationship between family environment and the linguistic and cognitive skills of 2-year-olds.)

FI C 1974-1976

Lyytinen, Paula.

Inst: Psykologian laitos (Department of Psychology) Kauppakatu 23, 40100 Jyväskylä 10.

Jyväskylän yliopisto, Seminaarinkatu 15, 40100 Jyväskylä 10.

Fin: Suomen Akatemia/Academy of Finland.

language development; cognitive development; child; family environment; verbal interaction; mother-child relation; child development

développement du langage; développement cognitif; enfant; milieu familial; interaction verbale; relation mère-enfant; développement de l'enfant

The relations of family environment and mothers' interaction behaviour to the linguistic and cognitive skills of 2-year-old children were studied in a mother-child group (N=28) with homogeneous background.

The research material was collected in three parts. First, diagnostic measurements of the children's language and cognitive skills were carried out by means of individual tests in day-nurseries. Then the mothers were asked to participate in the next part of the study, in which the interaction between the mother and the child was videotaped in a structured task situation. The tasks chosen were picture cards, books, and jigsaw puzzle, since these tasks were presumed to interest children and to encourage different forms of verbal communication. In the re-test carried out eight months later the study focused on the developmental changes in the children's language skills. Since there were no ready-made Finnish measuring instruments suitable for this age group available, all the tests except the picture vocabulary test were constructed for this study. A separate report discusses the construction, use and feasibility of the tests for the age-group studied (Lyytinen, 1975).

The study was successful in identifying a group of variables describing the family environments and the mother's interaction behaviour (the code of the mother's verbal expressions, explanations contributing to correct performances, explaining of the behaviour to the child, reinforcing statements, flexibility in interaction behaviour, visual contacts with the child, the mother's daily use of time, and the quality of the toys available to the child), which when combined together predicted the variance of linguistic and cognitive skills of 2-year-old children better than individual correlation coefficients. The variables were also related to children's attention, co-operation, and the amount of communication in the interaction situation during the given tasks. In addition, it was established that the predictive power of the variables remained constant for at least eight months. It is obvious that the interaction variables now found essential are of wider significance and can be generalized in respect of the communication between adults and children in general.

Publ: Lyytinen, P. (1976) *Kasvuympäristön yhteyksistä kaksivuotiaiden lasten kielellisiin ja kognitiivisiin taitoihin.* Rep. Dept. Psychol., Univ. of Jyväskylä. 178, 123 p.

Lyytinen, P. (1975) *Kaksivuotiaiden lasten kielellisten ja kognitiivisten taitojen mittausmenetelmistä.* Rep. Dept. Psychol., Univ. of Jyvaskyla, 172, 36 p.

635 Longitudinella studier av barns utveckling i ett modernt samhälle. (Longitudinal studies of child growth and development in an urban community.)

SE O 1955-1977

Bergsten-Brucefors, Agneta; Chamberlin, Elisabeth; Eden, Lena.

Sup: Johannesson, Ingvar.

Inst: Pedagogiska institutionen, Lunds universitet (Department of Education, University of Lund) Fack, S-220 07 Lund 7.

Department of Pediatrics, Karolinska sjukhuset, Stockholm.

Fin: Magnus Bergvall's Foundation; Nathorst's Foundation; The Social Science Research Council.

follow-up study; child development; adjustment; learning difficulty

étude longitudinale; développement de l'enfant; adaptation; trouble de l'apprentissage

At the Department of Pediatrics at the Karolinska Hospital 222 children have been studied from medical and psychological points of view, from birth and throughout their pre-school school years. These data are complemented by investigation, from a pedagogical point of view, into the children's adjustment to the school environment, their school achievement and possible learning difficulties and adjustment problems.

Methods: Individual tests used: intelligence; projective tests viz. Machover, sentence completion, Blacky Picture Test, Rorschach, Rosenzweig. Group tests used: reading, arithmetic, intelligence, achievement, concentration. Attitude schedules and ratings by peers. Ratings by teachers.

It is intended to continue data collection until the subjects reach the age of 20 years. Analysis of data from extreme groups have resulted in two licentiate theses.

Other problems under study include mental development related to social factors, and social attractiveness related to pupils' achievement and personality.

Publ: Brucefors, Agneta. Intelligensutveckling och somatisk utveckling. Stockholm, 1969. (thesis)

Chamberlin, Elisabeth. Goda och dåliga läsare. Stockholm, 1970. (thesis)

Edén, Lena. Sociometrisk status i skolklassen. En longitudinell studie. Lund, 1975. (thesis)

Johannesson, Ingvar; Edén, Lena. Measurement of stability and change in sociometric choice status. Pedagogical Bulletin No 3. Lund, 1976.

Bergsten-Brucefors, Agneta. Intelligence patterns and their relation to social background. A longitudinal study. Lund, 1976.

National follow-up study of illegitimately born and of adopted children and their families. ... see no. 474

Esikoulun, lastentarhan ja kodin vaikutus lasten kehitykseen. (The development of six-year-olds in pre-school, kindergarten and home.) ... see no. 489

Haja-asutusalueiden päivähoidon kehittämisprojekti. (Project for developing day-care in sparsely populated areas.) ... see no. 492

Evaluering av kurs for ledere av mindre bedrifter. (Evaluating a course for managers of small businesses.) ... see no. 518

Continuidad logica y psicologica de los programas de educacion general basica. (Logical and psychological continuity in the primary school curriculum.) ... see no. 541

Etude de l'interaction entre stades de développement opératoire et modes de présentation des données dans une tâche d'apprentissage. ... see no. 606

Evaluation des systèmes de formation par unités capitalisables. ... see no. 686

17300 PERCEPTION. MOTION. INTELLECTUAL DEVELOPMENT – PERCEPTION. MOUVEMENT. DEVELOPPEMENT INTELLECT – WAHRNEHMUNG. BEWEGUNG. INTELLEKTUELLE ENTWICKLUNG

636 Entwicklung einer kognitiven Fähigkeitstestbatterie für 4 bis 13. Klassen (KFT 4-13). (Development of cognitive ability tests for classes 4-13 (KFT 4-13).)

DE C 1969-1975

Heller, Kurt; Schon-Gaedike, Anne-Katrin; Weinläder, Helga.

Inst: Paedagogische Hochschule Rheinland, Abt. Bonn, Seminar fuer Psychologie, 53 Bonn, Roemerstr. 164.

cognitive development; test; achievement test; intelligence test; learning test; non-verbal test; verbal test

développement cognitif; test; test de rendement; test d'intelligence; test d'acquisition; test non-verbal; test verbal

Die KFT-Batterie besteht aus drei Teilen (Verbalteil, Quantitativer Teil, Nonverbaler Teil) und jeweils zwei Parallelformen A und B mit 11 Subtests: V_1, V_2, V_3, V_4; Q_1, Q_2, Q_3, Q_4; N_1, N_2, N_3. Ausserdem liegt eine Kurzform vor. Aufgrund von FA-Untersuchungen werden folgende Dimensionen erfasst: (1) Sprachverständnis; (2) Sprachgebundenes Denken; (3) Arithmetisches Denken; (4) Rechenfähigkeiten; (5) Anschauungsgebundenes Denken; (6) Konstruktive Fähigkeiten. Ferner ist die Bestimmung des Gesamtleistungsniveaus möglich.

Der KFT 4-13 eignet sich vor allem für die Schullaufbahnberatung, die Intelligenzdiagnostik u.a. Ferner empfiehlt sich der KFT für die Legasthenied iagnostik bzw. die Differentialdiagnose in der schulpsychologischen Beratung. Testkonstruktion, Teststandardisierung, Testanalyse. Schriftliche Befragung: 1. Itemanalyse: 2.000 Probdn. (sämtliche Schularten), 2. Itemanalyse: 6.200 Probdn. (Sämtliche Schularten). Test: Standardisierungsstichprobe: 7.000 Probdn. (sämtliche Schularten), Testanalysestichprobe: 2.000 Probanden.

Der KFT 4-13 wurde unter der Bezeichnung 'Kognitiver Fähigkeits-Test für 4. bis 13. Klassen' bei Beltz (Weinheim/Bergstrasse) 1974 und 1975 publiziert. Neben den Aufgabenheften der Form A und B, Auswertungsschablonen und maschinenlesbaren Antwortbögen liegt ein umfangreiches Beiheft (Teil 1: Technische Daten zum KFT 4-13; Teil 2: Handanweisung zur Durchführung, Auswertung und Interpretation des KFT; Teil 3: Anhang (Tabellen und Grafiken) vor.

Publ: Heller, K.; Gaedike, A.-K., Weinlaeder, H.: *Kognitiver Fähigkeitstest für 4.-13. Klassen.* Weinheim: Beltz Verlag, 1974-1975.

Gaedike, A.-K.: *Untersuchungen zur Validität des kognitiven Fähigkeitstests.* (Dissertation), PHR. Abteilung Bonn, 1975.

637 Experiment und Spiel im Unterricht des Funktionsbegriffs in der Volksschule. (Expérimentation et jeu dans l'enseignement du concept de fonction au niveau de la scolarité obligatoire.)

CH C 1974-1976

Suarez, Antonio; Biner, Hermann.

Sup: Fischer, Hardi.

Inst: Institut für Verhaltenswissenschaft der ETH Zürich, Turnerstrasse 1, 8006 Zürich.

Fin: Limmat-Stiftung, Zürich.

cognitive development; mathematics; play; teaching; experimental research; interview; observation; psychology

développement cognitif; mathématiques; jeu; enseignement; recherche expérimentale; entretien; observation; psychologie

Schwerpunkt dieses Projektes bildet die Entwicklung des Funktionsbegriffes (direkte Proportionalität, umgekehrte Proportionalität, quadratische Funktion) bei Kindern und Jugendlichen. Daraus abgeleitet werden Aussagen über die kognitive Entwicklung und das formale Denken ganz allgemein. Untersucht werden einige hundert Schüler verschiedener Altersstufen anhand zahlreicher Versuchsanordnungen. Der Funktionsbegriff wird als eine Art Leitfaden der Entwicklung des mathematischen Denkens verstanden, weshalb auch der Versuch unternommen wird, adäquate Unterrichtsmethoden zu konzipieren und in den Schulen anzuwenden.

Das Bild eines Entwicklungsstadiums des formalen Denkens, wie es sich aus dem formallogischen Strukturalismus von Piaget ergibt, lässt sich nicht mit unseren Beobachtungen vereinbaren. Die Entwicklung des Denkens im Bereich der Mathematik und der Naturwissenschaften scheint vielmehr aus der Interferenz unterschiedlicher kognitiver Prozesse zu resultieren. Dabei spielen die funktionale Begriffsbildung und die Strukturierung des Kontinuums eine ausgezeichnete Rolle. Die Berücksichtigung dieser Prozesse kann für die Unterrichtspraxis hinsichtlich der Begünstigung der Entwicklung mathematischen Denkens von Bedeutung sein.

Erste wesentliche Momente bei der Entfaltung des mathematischen Denkens stellten die Linearität und die rationalen Zahlen sowie die qualitative Erfassung von Funktionen mit zwei Variablen dar. Die Ueberwindung der Linearität und die irrationalen Zahlen bilden schon sehr schwierige Schritte, die nur von einem

kleinen Teil der Schulbevölkerung durchgeführt werden können. Die Unterscheidung zwischen abzählbaren Mengen und Kontinuum verlangt wahrscheinlich ausserordentliche Fähigkeiten konstruktiven Erkennens.

Publ: Suarez, Antonio; Rhonheimer, M. *Lineare Funktion*. Zürich: Limmat Stiftung, 1974

Biner, Hermann. Der Begriff der Funktion im Volksschulunterricht. In: *Schweizerische Lehrerzeitung*, Juni 1975

Suarez Antonio. Formales Denken und Linearität In: *Schweizerische Zeitschrift für Psychologie*, Nr 3, 1975.

638 Faktorer i språkpersepsjonen. (Factors in language perception.)
NO O 1976-
Bø, Ola.
Inst: Pedagogisk Forskningsinstitutt (Institute of Educational Research) Boks 1092, Blindern N-Oslo 3.
University of Oslo Blindern, N-Oslo 3.
Fin: The Norwegian Research Council for Science and the Humanities.
perception; perceptual handicap; speech defect; reading; spelling; factor analysis; test
perception; handicap sensoriel; trouble de la parole; lecture; orthographe; analyse factorielle; test

Aims: Construction of a test battery for differential diagnosis of deviate language perception.

Design: From a hypothetical model of variables in language perception are selected eight variables. A test is constructed for each variable. The variables are related to general language perception and to reading and orthography, and a simple factor structure is sought.

Sample: Children in 2nd grade of elementary school in Oslo.

Methods: Multiple regression and factor analysis.

639 Induction et formation de la pensée logique chez l'enfant lors de la période charnière école maternelle-école primaire.
FR O 1976-1978
Flores, César; Orsini-Bouichou, Francine.
Inst: Equipe 'Apprentissage et Développement' de l'Université de Provence Département de Psychologie, 29, Avenue Robert Schuman, 13100 Aix-en-Provence; Laboratoire de Psychologie expérimentale et comparée de l'Université de Nice, 98, Boulevard Herriot, 06036 Nice Cédex.
Fin: Contrat Action Thématique Programmée-Centre National de la Recherche Scientifique (commun avec H. Herren (Nancy)).
entry to school; cognitive development; learning; remove; pre-school education, primary education
entrée à l'école; développement cognitif; acquisition de connaissances; passage de classe; éducation pré-scolaire; enseignement primaire

Est-il possible d'optimiser le développement des activités logiques de l'enfant par une meilleure intégration des processus cognitifs et de favoriser ainsi l'assimilation des connaissances scolaires? Des procédures d'entrainement favorisant la formation de la pensée logique et mises au point par Francine Orsini-Bouichou ont déjà apporté des résultats qui permettent de présumer qu'il est possible de répondre affirmativement à ces questions. Ces procédures vont faire l'objet d'une expérimentation intensive afin de mieux connaitre les mécanismes de leur action et d'étudier s'il existe, comme il est probable, certains moments ou périodes privilégiées du développement qui seraient particulièrement sensibles à l'induction opératoire: cela pourrait être le cas des enfants de moins de 5 ans.

On comparera deux groupes d'enfants de 6 ans entrainés rigoureusement de la même manière, mais l'un à l'âge de 5 ans en 1977, l'autre à l'âge de 6 ans en 1978. Ces groupes seront eux-mêmes appareillés à des groupes témoins. Si les enfants entrainés à 5 ans présentent des courbes de développement plus rapide, il sera possible de formuler des suggestions concernant les activites de la derniere section des écoles maternelles.

640 Moderat (intellektuelt) utviklingsretarderte barns utvikling under et læringspsykologisk begrunnet, systematisk begreps-og språklæringsprogram. Langtidig felt-eksperiment i naturlige 'klasseroms-situasjoner'. (The long-term development of moderately mentally retarded children when given a concept and language training programme, based on detailed and theoretical models of learning. Long-term field experiment in 'natural classroom settings'.)
NO O 1973-1976
Nyborg, Magne; Lyngstad, Turid.
Inst: Pedagogisk Forskningsinstitutt (Institute of Educational Research) Postboks 1092, Blindern N-Oslo 3.
University of Oslo, Blindern N-Oslo 3.
Fin: The Norwegian Research Council for Science and the Humanities.
mental retardation; learning difficulty; intellectual development; concept formation; concept; abstraction; learning process; experimental research; field research
retard intellectuel; trouble de l'apprentissage; développement intellectuel; formation de concept; concept; abstraction; apprentissage; recherche expérimentale; recherche sur le terrain

Background: 1) Theoretical studies of mental retardation. 2) Studies of theories of concept learning and other categories of human learning. (3) Four laboratory concept learning and transfer experiments, and one short-term field experiment, all of which are performed with moderately mentally retarded children. (4) An analysis of 'Learning, concept learning and concept teaching' (unpublished manuscript), which has served as a theoretical base for the teaching program.

Aim: To develop by means of a long-term field experiment in 'natural classroom settings' a concept and language training programme for moderately mentally retarded children.

Design: Experimental. Post-test only. Two control groups.

Hypothesis: The combined verbal and conceptual training should reduce the detrimental effects of distractibility, and rigidity of analysis, which frequently have been found to prevent the learning of concepts, conceptual systems and of principles/rules in mentally retarded children. The training should, in short, accelerate the development of many psychological functions.

Sample and methods: A totally random sampling of experimental and control group subjects is impossible in this case, but this has been the ideal aimed at. This impossibility, however, will put restrictions upon the statistical methods to be used.

Preliminary results: Observation performed after first and second years clearly supports the main hypothesis. Observation after the third and final year is still going on.

Publ: Nyborg, Magne. Noen teoretiske synspunkter på mental retardasion. Oslo, 1969 219 p.

Nyborg, Magne. Begrepslaering, Analyse av definisioner, delprosesser og teorier. Oslo, 1970. 318p.

Nyborg, Magne. The effect of possessing verbal 'analyzers' upon concept learning in mentally retarded children. Oslo, 1971. 262p.

Tidig språklig kognitiv utveckling hos döva och gravt hörselskadade. (Early development of language and cognition in the deaf and severely hearing-impaired.) see no. 477

Pikkulasten liikunta. (The motor development and physical education of children in day-care centres.) see no. 494

Die Entwicklung des Verständnisses für ökologische Regelkreise bei Jugendlichen. (Le développement de la compréhension de circuits régulateurs écologiques chez les adolescents.) see no. 561

Zum Einfluss von Sinnesmodalität und Informationsgehalt von Zeichen auf den Ablauf kognitiver Prozesse. (On the influence of modes of perception and the informative content of symbols on the course of cognitive processes.) see no. 597

Igualdad de oportunidades en la educacion. (Equal educational opportunities.) see no. 645

Formes d'intelligence (pseudo-créativité et fonction divergente). see no. 655

Classe sociale, pratiques éducatives familiales et développement cognitif. see no. 707

17400 ABILITY. ACHIEVEMENT – CAPACITE. RENDEMENT – FAEHIGKEIT. LEISTUNG

641 Determinantes del rendimiento academico. (Determinants of school achievement.)
ES C 1975-1976
Roda, Rafael; Avia, Maria Dolores; Morales, Francisco.
Inst: Instituto Nacional de Ciencias de la Educacion (National Institute of Educational Sciences) Ciudad Universitaria, Madrid-3.
Fin: Instituto Nacional de Ciencias de la Educacion.
achievement; personality; intelligence; achievement motivation; achievement measurement; parent-pupil relation; teacher-pupil relation; primary education; pupil; statistical method
rendement; personnalité; intelligence; motivation d'accomplissement; mesure du rendement; relation parents-élève; relation maître-élève; enseignement primaire; élève; méthode statistique

School achievement is considered to represent the final stage of a complex interaction of psychological, sociological and contextual variables. This study attempts to complement the pedagogic point of view according to which the pupil is the principal agent as regards achievement.

Six groups of pupils were selected to complete a series of tests and questionnaires. Significant relations were found between personality, motivation, family and teacher expectations on one hand, and school achievement on the other.

400 pupils, belonging to the 11-13 year age group and attending primary school in Madrid, were selected at random and divided into six groups.

Independent variables were the following: personality variables (extroversion, self-control and perseverance), motivational variables (facilitating or hindering achievement), and expectations of teachers and parents. The dependent variable was school achievement.

The research results confirmed the hypothesis that criteria based on intelligence alone are insufficient for predicting achievement.

642 Erhebung über Schüler mit vorzeitigem Eintritt in die Grundschule. (Investigations on pupils who enter school before reaching compulsory school age.)
AT O 1973-1976
Haberl, Herbert; Stockklausner, August.
Inst: Pädagogisches Institut des Bundes, A-5020 Salzburg, Akademiestrasse 25/III.
Fin: Pädagogisches Institut des Bundes in Salzburg.
primary school; compulsory education; entry to school; school age; school readiness; social origin; parental attitude; performance; achievement motivation; success; failure
ecole primaire; enseignement obligatoire; entrée à l'école; âge d'entrée à l'école; maturité scolaire; origine sociale, attitude des parents; performance; motivation d'accomplissement; réussite; échec

This project is concerned with the problem of school readiness in relation to the social origin of the pupils and the interest of the parents. Its purpose is to investigate the effect of early entry into school on academic achievement and forms of behaviour.

The study covers 2,274 pupils who entered school before reaching compulsory school age, in the school year 1974/75, in all primary schools in the federal province of Salzburg.

Data are gathered by means of questionnaires in machine-readable form (distributed by mail).

A preliminary evaluation of the data shows that children entering school before reaching compulsory school age are significantly more achievement-oriented than other children.

643 Evaluation des objectifs d'une école expérimentale.
CH O 1975-1977
Calame, C.; Stroumza, A.; Hubermann, L.

Inst: Faculté de psychologie et des Sciences de l'Education, Université de Genève, 24 rue Général Dufour, 1200 Genève, Suisse.
social behaviour; cognitive development; nursery school; primary education; evaluation; innovation; group learning; social psychology; learning theory
comportement social; développement cognitif; école maternelle; enseignement primaire; évaluation; innovation; pédagogie de groupe; psychologie sociale; théorie de l'apprentissage

Buts: Evaluation de six objectifs d'une école expérimentale à Genève (enfants de 4 à 12 ans) et élaboration d'une série de grilles d'auto-évaluation pour les enseignants de classes conventionnelles.

Les six objectifs sont les suivants: déterminer des situations provoquant le développement des capacités de l'enfant; permettre à l'enfant de maîtriser à son propre rythme les compétences de base; créer une atmosphère générale d'enseignement favorisant la valorisation et l'acceptation réciproque; favoriser chez l'enfant l'image positive de soi; développer l'autonomie; favoriser l'esprit d'invention et la liberté d'expression.

La recherche est exécutée en étroite collaboration avec les enseignants de l'école expérimentale à Genève, qui a des groupes appareillés dans d'autres écoles du canton. Parmi les méthodes employées, il convient de mentionner l'essai de validation de techniques d'observation intensive dérivées de l'ethnologie.

644 Factores sociales y rendimiento escolar. (Social factors and school achievement.)
ES O 1975-1977
Pérez Serrano, Gloria.
Sup: Galino Carrillo, M. Angeles.
Inst: Instituto Nacional de Ciencias de la Educacion (National Institute of Educational Sciences) Ciudad Universitaria, Madrid-3.
Fin: Instituto Nacional de Ciencias de la Educacion.
achievement; achievement motivation; intelligence; individual characteristics; pupil; primary education; cultural environment; social class; teacher-pupil relation; survey.
rendement; motivation d'accomplissement; intelligence; caractéristique individuelle; élève; enseignement primaire; milieu culturel; classe sociale; relation maître-élève; enquête.

The aim of this project is to analyse the extent to which the pupil's achievement is conditioned by social factors: on the one hand, teachers' and parents' attitudes, and the socio-economic level; on the other, the intellectual capacity of each pupil.

The achievement of the pupils is related to the economic-cultural level and the vocational success of their parents, and at the same time, to the level of required teaching objectives and the teacher's perception of the pupil.

The sample taken from the Madrid area includes about 1,500 students in the 5th to 8th grades of primary education, stratified according to the socio-economic level of their district and according to the type of school (public or private).

The method used is the variance and correlation analysis of the data obtained from the survey.

645 Igualdad de oportunidades en la educacion. (Equal educational opportunities.)
ES O 1975-
Martinez Lazaro, Ubaldo; Carabana, Julio; Garreta, Nuria; Rodriguez Salmones, Natalia.
Inst: Instituto Nacional de Ciencias de la Educacion (National Institute of Educational Sciences), Ciudad Universitaria, Madrid -3.
Fin: Instituto Nacional de Ciencias de la Educacion.
equal opportunity; achievement; achievement measurement; intelligence; socio-economic status; primary education; post-secondary education; pupil.
égalité de chances; rendement; mesure du rendement; intelligence; status socio-économique; enseignement primaire; enseignement post-secondaire; élève.

This study tries to analyse the social determinants of school achievement and its influence in the educational success, in other words, to identify the relevant variables in determining the success or failure in tests given in primary and post-secondary education.

Madrid and Guadalajara were the provinces chosen to be surveyed for this pilot study. The study consists of: interviews with head teachers, questionnaires to pupils in the 5th and 8th grades of primary and post-secondary education; intelligence and adjustment tests; standardized achievement tests. This information is supplemented with interviews of sub-sample pupils, teachers and the pupils' parents.

Assuming that the selected variables (physical, psychological and family, etc.) affect school achievement, each variable was weighed separately in order to explain which ones were the most relevant and which play a secondary role.

The sample was taken at random, from a population composed of all primary and post-secondary schools in the Madrid and Guadalajara provinces: fifty schools according to the characteristics: rural/urban, public/private, denominational/ non-denominational; 500 pupils proportionally selected from the 5th and 8th grades of primary and post-secondary education; 150 teachers of mathematics or languages; 500 of the pupils' parents.

Direct data were gathered by means of questionnaires, personal interviews and tests. Indirect data were obtained from studies on the same subject and from local authorities.

646 Leistungsfähigkeit, Leistungswillen und Schulerfolg unter Berücksichtigung sozialpsychologischer Aspekte. (Ability and motivation to achieve as regards success in school, taking into consideration sociopsychological aspects.)
AT O 1974-
Seyfried, Hellmuth.
Inst: Pädagogisches Institut des Bundes in Vorarlberg, Schulpsychologischer Dienst, A-6800 Feldkirch; Montfortstrasse 1, A-6901 Bregenz.
ability; achievement; achievement motivation; performance; test; achievement test; intelligence test; social psychology; social influence; secondary school.
capacité; rendement; motivation d'accomplissement; performance; test; test de rendement; test d'intelligence; psychologie sociale; influence sociale; école secondaire.

It is the purpose of this project to determine the degree to which ability and motivation to achieve are influenced by socio-psychological factors. In particular, the project will investigate how far pupils are willing to devote free time to school work.

The target group of the first phase of the project consists of a random sample of 650 fifth-grade pupils from grammar schools and from compulsory lower secondary schools in Vorarlberg in the schoolyear 1974/75. The same group of pupils will be covered by the second phase of the study during the schoolyear 1978.

The study is carried out as a longitudinal analysis. Questionnaires with prescribed categories of answers are used for this purpose as well as essays to determine the standard to be expected. Various types of test (intelligence, vocabulary, socio-psychological) will be used.

Preliminary results have shown that grammar school pupils are more willing than pupils from compulsory lower secondary schools to work in their free time in order to meet the demands of their schools.

647 Predictions of craft student success using a standard test on entry to course and follow up of any who dropped out and had a high score.
GB O 1973-1978
O'Mahoney, John Paul; Ward, Robert.
Inst: Harrow College of Technology and Art, Northwick Park, Harrow, HAL 3TP.
student; craft; test; industrial training; wastage; achievement
étudiant; artisanat; test; formation industrielle; déperdition d'effectifs; rendement

The Construction Industry Training Board and others use a battery of tests for initial selection of students to various courses. These batteries appear to duplicate each other and are time-consuming to do and mark. Further, no follow-up of students who later drop out of these courses appears to take place. By administering one test (say A.H.4) to all of each year's intake and using the Training Board's Group (Battery Test) as a control group it should be possible to: 1. Prove duplication of tests; 2. Find suitable items for an entry test. 3. Reliably predict student success and also estimate level of drop-out. 4. Identify curriculum deficiency at secondary school for craft students. Correlation of test items and success or drop-out being investigated as a continuing process.

Annual sample approximately 70 students of between 16 and 17 years of age. Secondary success in the form of Certificate of Secondary Education (C.S.E.) or General Certificate of Education (G.C.E.) grades being noted at this point. A.H.4 Test administered for later analysis.

648 Schulerfolg und Schulleistung in Vorarlberg und Wien. (Academic success and academic achievement in Vorarlberg and Vienna.)
AT O 1974-1978
Corazza, Ronald.
Inst: Pädagogische Akademie des Bundes in Vorarlberg A-6800 Feldkirch.
achievement; success; failure; marking; forecasting; repeating; remove; position in class; primary school
rendement; réussite; échec; notation; prévision; redoublement; passage de classe; place en classe; école primaire

The background to this project is increasing importance accorded to the transfer from primary school to secondary school. In this connection the problem of the prognostic value of school marks also gains in importance. In a comparison of two federal provinces (Vorarlberg and Vienna) pupils with nearly equal achievement records will be studied and a survey among repeaters will be made to analyse their attitudes towards the class community. In Vorarlberg the study also includes the care pupils receive outside school.

The data needed for the study are obtained from a target group of 2,000 pupils in 80 primary school classes.

649 Untersuchung der intellektuellen Voraussetzungen für den Besuch der höheren Mittelschulen. (Recherche sur les conditions intellectuelles requises par les écoles secondaires supérieures.)
CH C 1969-1975
Meili, Richard; Aebi, Hans Jörg; Heizmann, Marie-Louise; Schoefer, Eckhard.
Inst: Forschungsabteilung für Bildungs- und Begabungsfragen des Psychologischen Institutes, Sennweg 2, 3012 Bern.
Universität Bern.
Fin: Schweizerischer Nationalfonds zur Förderung der wissenschaftlichen Forschung, Bern.
curriculum subject; intelligence measurement; intelligence test; marking; pupil; performance; secondary education; selection; social origin; comparative analysis; social psychology
matière d'enseignement; mesure de l'intelligence; test d'intelligence; notation; élève; performance; enseignement secondaire; sélection; origine sociale; analyse comparative; psychologie sociale

In verschiedenen Uebertrittsschulen wurde im Rahmen der Aufnahmeprüfungen in die Mittelschule ein aus Teiltests bestehender Intelligenztest durchgeführt. Von allen geprüften Schülern wurden die Noten der Primarschule der letzten Klasse und, wo vorhanden, auch die Resultate der Aufnahmeprüfungen erhoben, ferner verschiedene Sozialvariablen.

Die Verarbeitung dieser Daten erfolgte in Hinsicht auf drei hauptsächliche Fragestellungen: 1. Zusammenhang zwischen den Schulleistungen in der Mittelschule und Intelligenzresultaten, Aufnahmeprüfungen sowie Primarschulnoten. 2. Die Frage soll abgeklärt werden, ob für die verschiedenen in der Mittelschule unterrichteten Fächer spezifische Anforderungen bestehen. Untersucht wird im besonderen, welche intellektuellen Faktoren in den einzelnen Fächern eine Rolle spielen, sowie deren Konstanz, bzw. relativen Veränderungen im Verlaufe der Jahre. 3. Einfluss der sozialen Herkunft des Schülers auf seine späteren Schulleistungen?

Zu 1. Festgestellt wurden ein minimaler Zusammenhang zwischen Schulleistungen in der Mittelschule und den beschriebenen Variablen, jedoch beträchtliche Schwankungen von Schulort zu Schulort, von Fach zu Fach, von Jahr zu Jahr, von Klasse zu Klasse. Dies weist darauf hin, dass situative, zufällige bzw. nicht-kognitive Momente (Lehrer, Art des Unterrichts, Unterrichtsinhalt u.a.) für die Schulleistungen stark ins Gewicht fallen. Zu 2. Es konnten für die Fächer Mathematik und Deutsch charakteristische Intelligenzprofile eruiert werden, die an

allen Schulorten zu einem grossen Teil übereinstimmen und auch in zwei aufeinanderfolgenden Jahren stabil sind. Die Rolle der Intelligenz für Schulleistungen ist allerdings gering, die praktische Bedeutung dieses Befundes (etwa für Studienrichtungsberatungen) demnach in Frage gestellt.

In den Jahren 1970-72 wurden total 6500 Kandidaten für den Eintritt in die Mittelschulen getestet.

Publ: Forschungsabteilung für Bildungs- und Begabungsfragen des Psychologischen Institutes der Universität Bern. *Informations-Bulletin.* März 1971
Forschungsabteilung für Bildungs- und Begabungsfragen des Psychologischen Institutes der Universität Bern. *Bericht über die Intelligenzprüfungen bei der Auslese für höhere Mittelschulen im Jahre 1971.* April 1972
Hürsch, Luzius. *Ein Versuch einer Analyse von Aufnahmekriterien verschiedener Gymnasien der deutschen Schweiz mit multivariaten Methoden.* November 1972
Forschungsabteilung für Bildungs- und Begabungsfragen des Psychologischen Institutes der Universität Bern. *Der Zusammenhang zwischen den Resultaten der Intelligenztests und den Schulleistungen nach dem 1. und 2. Jahr.* Januar 1976
Meili, R.; Aebi, H.J.; Heizmann, M.-L.; Schoefer, E. *Die intellektuellen Anforderungen in den höheren Mittelschulen und der Voraussagewert der Aufnahmeprüfungen mit und ohne Intelligenztest.* 1974.

650 Weiterauswertung der Datensammlung des Projektes 'Schulfähigkeitstest'. (Poursuite de l'exploration des données rassemblées dans le cadre du projet 'Test d'aptitude scolaire'.)
CH O 1975-1977
Trier, Jon Peter; Bächtold, Andreas; Bernath, Walter; Haefeli, Hugo
Inst: Pädagogische Abteilung der Erziehungsdirektion des Kantons Zürich, Haldenbachstrasse 44, 8006 Zürich.
aptitude; aptitude test; diligence; entry to school; performance; pupil; social origin; success; teacher behaviour; field research; questionnaire
aptitude; test d'aptitude; application; entrée à l'école; performance; élève; origine sociale; réussite; comportement de l'enseignant; recherche sur le terrain; questionnaire

Die Weiterauswertung der Datensammlung des Projekts 'Schulfähigkeitstest' befasst sich mit denjenigen Ursachen des Schulerfolgs, die nicht auf kognitive Fähigkeiten zurückgeführt werden können.

Das vorliegende Datenmaterial ermöglicht die Untersuchung des Zusammenhangs bestimmter Schülereigenschaften (Einstufung des Fleisses, Ehrgeizes, Pflichtbewusstseins etc. durch Lehrer und Schüler) mit der Schulleistung, unter Kontrolle der Wechselwirkung mit bestimmten Einstellungsdimensionen der Lehrer, demographischer Merkmale der Lehrer und Schüler sowie mit bestimmten Merkmalen der Familie der Schüler (z.B. Konfessionsgemeinschaft, Nationalität, Schicht, etc.).

Die methodische Anlage umfasst Interviews, Tests und eine schriftliche Befragung von Schülern am Ende der 5. resp. 6. Klasse der Primarschule sowie Eltern und Lehrer derselben.

Vorschulkinder und ihre weitere Schullaufbahn. (Children with pre-school education and their further academic career.) ... see no. 496

Tukiopetustutkimus. (A study on remedial teaching.) ... see no. 505

Begåvningsmässiga förutsättningar. Projekt inom FAMU. (Intellectual abilities. FAMU project (Research on labour market training project).) ... see no. 516

Arbeitslehre im Medienverbund als Programm allgemeiner Bildung. Evaluation eines Fernsehkurses für die Sekundarstufe I. (Multi-media courses in polytechnical education as part of a general education course. Evaluation of a television course for lower secondary education.) ... see no. 540

Peruskoulun ja keskiasteen koulujen englannin ja ruotsin kielen oppimistulosten arviointi. (Evaluation of school achievement in English and Swedish in the comprehensive school and in secondary schools.) ... see no. 545

GUME/Prov 2 (Göteborg, Undervisningsmetodik i engelska, projekt för provkonstruktion och utvärdering). (GUME/Tests (ESL, testing and evaluation).) ... see no. 555

Längsschnittuntersuchung über die Auswirkungen des Unterrichts in der 'Neuen Mathematik' auf Rechenfähigkeit und Rechenfertigkeit. (Longitudinal study on the effects of the teaching of 'New Mathematics' on capacities and skills in computation.) ... see no. 568

Matematiikan oppimistulosten arviointi. (Evaluation of learning results in mathematics.) ... see no. 569

Proyecto Granada-Mats: Análisis de los contenidos indicativos oficiales en el área de expresión matemática para la segunda etapa de E.G.B. (Granada-Maths Projects: analysis of the mathematics programmes for the second stage of primary education.) ... see no. 573

Longitudinella studier av barns utveckling i ett modernt samhälle. (Longitudinal studies of child growth and development in an urban community.) ... see no. 635

Entwicklung einer kognitiven Fähigkeitstestbatterie für 4 bis 13. Klassen (KFT 4-13). (Development of cognitive ability tests for classes 4-13 (KFT 4-13).) ... see no. 636

Moderat (intellektuelt) utviklingsretarderte barns utvikling under et læringspsykologisk begrunnet, systematisk begreps-og språklæringsprogram. Langtidig felt-eksperiment i naturlige 'klasseroms-situasjoner'. (The long-term development of moderately mentally retarded children when given a concept and language training programme, based on detailed and theoretical models of learning. Long-term field experiment in 'natural classroom settings'.) ... see no. 640

Diagnose der Legasthenie (Verbesserung und Versuch der Entwicklung eines Instrumentariums für die Früherkennung vor Schuleintritt). (Diagnostique de la dyslexie (Essai de développer des moyens permettant de détecter la dyslexie avant la scolarité obligatoire).) ... see no. 672

Fehlerkategorien – Bezugsetzung zur Legasthenie (Legasthenische Fehlerkategorien). (Categories of mistakes due to dyslexia (dyslexic mistake categories).) ... see no. 673

Bestandsaufnahme und Analyse von Bildungsurlaubsveranstaltungen auf der Grundlage von Tarifverträgen und Betriebsvereinbarungen. (Assessment and analysis of programmes of educational leave based on wage agreements and/or agreements with enterprises.) ... see no. 677

Correlacion entre la madurez de los alumnos del curso de orientacion universitaria (COU) y las pruebas de seleccion en la universidad. (Correlation between pre-university students' maturity and the university entrance selection examinations.) ... see no. 679

Selektion und Klassifikation von Schülern. Eine experimentelle Untersuchung zur mehrdimensionalen Erfassung der schulischen Eignung bei der Uebertrittsauslese. (Sélection et classification d'élèves. Une recherche expérimentale relative à l'identification pluridimensionnelle de l'aptitude scolaire lors de la sélection.) ... see no. 682

Untersuchung der Uebertritte Primarschule/weiterführende Schulen. (Recherche sur le passage de l'école primaire aux différentes écoles secondaires.) ... see no. 684

Schulleistungen in Südtirol (Italien): Determinante nationaler Entwicklungschancen. (Academic achievement in South Tyrol (Italy): factors determining ethnic development opportunities.) ... see no. 698

17500 MOTIVATION – MOTIVATION – MOTIVATION

651 Skoltrötta elever. (School fatigue.)
SE O 1970-1976
Martinsson, Sven.
Sup: Emanuelsson, Ingemar.
Inst: Pedagogiskt Centrum vid Stockholms Skolförvaltning, Pedagogical Centre, Stockholm Local School Authority, Fack, S-104 35 Stockholm 23.
Stockholm Local School Authority, Fack, S-104 35 Stockholm 23.
Fin: Stockholm Local School Authority.
fatigue; dropout; attitude change; compulsory education; follow-up study
fatigue; abandon d'études; changement d'attitude; enseignement obligatoire, étude longitudinale

The aim of the project is to see if it is possible to detect among children still at school those who have the same characteristics as those of dropouts.

Design: A cross-sectional and follow-up study in grades 7-9. For each school year data about performance and attitudes are collected.

Sample: For the cross-sectional study roughly 1,600 pupils in grades 7-9 were chosen. The pupils in grade 7 (roughly 800) were followed up till they left school.

Methods: Review of registers, journals, etc. Questionnaires and interviews.

Results: The cross-sectional study showed that 5% of the pupils wanted to leave school, and 8% would probably do so before the official school leaving age if this was possible. Interest in school decreased with age. This tendency showed up later for girls than for boys. Pupils wanting to leave school differed from those who wanted to stay in that they had a lower IQ, lower marks even in the first grades, their experience of school was worse, and their homes showed less interest concerning school matters. In many cases, when trying to contact pupils for interviews, it was not possible to find those who were defined as being tired of school. Attitudes changed greatly over a half-year period.

Publ: Martinsson, S. Skoltrötta elever. Projektplanering och kartläggningsstudie på grundskolans högstadium. Pedagogiskt utvecklingsarbete vid Stockholms skolar, Nr 62, 1976.

Investigacion sobre las motivaciones de estudios profesionales al final de los estudios medios y la estructura del empleo en la region Astur-Leonesa. (Research into motivation in respect of vocational studies at the end of secondary studies and the structure of employment in the Asturias-Leon region.) ... see no. 526

Lehr- und Lernmodelle für Gruppen. (Teaching and learning models for groups.) ... see no. 6n4

Erhebung über Schüler mit vorzeitigem Eintritt in die Grundschule. (Investigations on pupils who enter school before reaching compulsory school age.) ... see no. 642

Leistungsfähigkeit, Leistungswillen und Schulerfolg unter Berücksichtigung sozialpsychologischer Aspekte. (Ability and motivation to achieve as regards success in school, taking into consideration sociopsychological aspects.) ... see no. 646

17600 PERSONALITY – PERSONNALITE – PERSOENLICHKEIT

652 Analyse der verbalen Interaktion im Unterricht. (Analysis of verbal interactions in teaching and learning.)
DE C 1972-1975
Roeder, Peter Martin; Schümer, Gisadel.
Inst: Max-Planck-Institut fuer Bildungsforschung, 1 Berlin 33, Lentzeallee 94.
pupil; teacher; school; interaction; communication; verbal interaction; sociolinguistics; compensatory education
élève; enseignant; interaction; communication; interaction verbale; sociolinguistique; éducation compensatoire

Prüfung von Hypothesen über den Zusammenhang zwischen dem Grad der Restriktion der Schülerrolle und Merkmalen der Schülersprache im Unterricht. (Vgl. Peter Martin Roeder: 'Kompensatorische Spracherziehung'. Unterricht als Sprachlernsituation. In: *Muttersprache*. 80. Jg. 1970. S. 302-313.)

Verbindung von Ergebnissen der neueren Sozio-und Psycholinguistik mit der Unterrichtsforschung. Planung und Durchführung von Unterricht mit verschieden stark restringierter Schülerrolle. Analyse der Unterrichtsprotokolle: – mit Hilfe der Bellackschen Interaktionsanalyse, – mit Hilfe eines vom Verfasser u.a. entwickelten Kategorienschemas zur linguistischen Analyse der Schülersprache.

Interaktionsanalyse und linguistische Analyse: 16 Unterrichtsstunden.

653 Den högre utbildningens roll i individens utveckling. (The role of higher education in the individual's development.)
SE O 1970-1979
Magnusson, David; Ekehammar, Bo.
Inst: Psykologiska institutionen (Department of Psychology) Box 6706, S-113 85 Stockholm.
University of Stockholm, Box 6706, S-113 85 Stockholm.
Fin: The Office of the Chancellor of the Swedish Universities.
higher education; personality development; follow-up study; creativity; occupational choice; undergraduate
enseignement supérieur; développement de la personnalité; étude longitudinale; créativité; choix d'une profession; étudiant non diplômé

The aim of the project is to shed light on the role of higher education in the individual's development. Special emphasis is laid on the importance of different factors, in the individual as well as in the environment, as regards the individual's choice of higher education, and the effects of such education upon the individual's development.

In order to study these questions, whole age-groups (including both those who enter and those who do not enter higher education) are investigated and described during different stages of their education with respect to the actual choices of education and jobs, plans for future education, perception of higher education, expectations as regards jobs and education, and successive changes in the aspects above.

These descriptions, which are characteristic features of the project, (a) are done for individuals from the same age-group, who have finished their education at different levels in the system, (b) are based on both questionnaires and interviews, (c) will be done on a recurrent basis between the ages 10 and 25 for each individual, and (d) will be related to a vast amount of information about the individual with respect to other aspects (e.g., socio-economic background; the parents' level of education; personality; relations to parents, peers and teachers; and school adjustment) collected on a recurrent basis during the school years.

The description referred to above will also form the basis for the study of the guiding effects of life values, knowledge about education and jobs, personality factors (intelligence, creativity, anxiety), economic factors, with respect to the individual's choice of, and adjustment to, higher education and occupations. For those who have completed higher education, the congruence between expectations and experiences will be studied with respect to, for example, education, occupations, economic situation, status, and social security.

One age-group (born in 1952) consists of some 400 individuals followed up since they were 13 years old, and constitutes the pilot group of the project. Another age-group (born in 1955) consists of some 1,000 individuals followed up since they were 10 years old, and constitutes the main group of the project.

The results achieved so far have only been reported in Swedish. However, the project's background and general frame of reference are presented in a book in English by Magnusson, Dunér & Zetterblom, 1975.

Publ: Bergman, L.R. & Dunér, A. Vem är nöjd med gymnasiet? Rapporter, Psykologiska institutionen, Stockholms universitet, 1975, nr 4.
Bergman, L.R. & Dunér, A. Vart tar toppbegåvningarna vägen efter gymnasiet? Rapporter, Psykologiska institutionen, Stockholms, universitet, 1975.
Dunér, A. *Vad skall det - bliva? Undersökningar om studie- och yrkesvalsprocessen.* Stockholm: Allmänna förlaget, 1972.
Ekehammar, B. En psykologisk kostnads-intäktsmodell för studie- och yrkesvalet efter gymnasiet, Rapporter, Psyckologiska institutionen, Stockholms universitet, 1976, nr 8.
Hirsch, C.J. Kreativitetens roll vid val av utbildning och yrke. Örebroprojektet (Psykologiska institutionen, Stockholms universitet), delstudie nr 27, 1974.
Magnusson, D., Dunér, A. & Zetterblom, G. *Adjustment – A longitudinal study.* Stockholm: Almqvist & Wiksell; New York: Wiley, 1975.

654 Dokumentation zur politischen Bildung. (Study on documentary material for use in political education.)
AT O 1975-1977
Wicha, Barbara.
Inst: Interfakultäres Institut für Politikwissenschaft, A - 5020 Salzburg, Imbergstrasse 2.
Universität Salzburg.
political science; politics; association; trade union, press, content analysis; documentation; political education; curriculum
science politique; politique, association; syndicat; presse; analyse de contenu; documentation; éducation politique; programme d'études

This study is based on the problem of providing a political understanding of certain social institutions. The results of such analyses will be documented so as to be available for the development of curricula in political education.

For this purpose random samples of texts taken from the press services and from the periodicals 'Industrie' and 'Arbeit und Wirtschaft' are being used.

From the point of view of methodology this study is a text analysis, specifically an analysis of spontaneous comments (the contents of which are evaluated according to the Holsti method).

655 Formes d'intelligence (pseudo-créativité et fonction divergente).
CH C 1975-
Massarenti, Léonard.
Inst: Centre de pédagogie experimentale (FPSE) UNI II 24 rue Général Dufour, 1211 Genève 14, Suisse.
evaluation; reference material; teaching method; originality; creativity; intellectual development
évaluation; instrument de référence; méthode pédagogique; originalité; créativité; développement intellectuel

Contrôle de certaines théories sur la créativité (en particulier celles de Guilford et Torrance). Création d'une batterie pouvant diagnostiquer certaines formes d'intelligence autres que l'intelligence convergente. Détermination de critères corrects d'évaluation (comparaison critique des notions de fluidité, flexibilité, originalité).

Hypothèse à vérifier: l'acte de créer ne se teste pas (il obéit à des critères insaisissables par la méthode des tests); mais on peut isoler un certain nombre de variables qui, si elles sont présentes chez un individu, peuvent indiquer une 'aptitude à créer' (en distinguant soigneusement la création artistique et littéraire de la création scientifique), en rapport avec les 'types' d'intelligence.

Les conditions individuelles déterminantes sont étudiées en rapport avec la famille et l'enseignant. La recherche est poursuivie surtout sur le plan des critères caractériels. 49 classes d'école primaire (4e, 5e, 6e) ont été testées et une enquête a été réalisée auprès des maitres.

Résultats: La preuve est établie que certains tests dits 'de créativité' par l'Ecole américaine ne sont, en fait, que l'épuisement d'une combinatoire et non un acte original (arbres de Riguet, cercles de Torrance, etc.) Il est dès lors possible de définir les critères selon lesquels un test est meilleur prédicteur qu'un autre du concept de créativité. La recherche a également mené à l'élaboration de tests originaux et à l'aménagement de batteries existantes.

656 Production of materials in school chemistry with affective content, and their assessment.
GB O 1975-1978
Reid, Norman.
Sup: Johnstone, A.H.; Sharp, D.W.A..
Inst: Glasgow University, Chemistry Department, Glasgow G12 8QQ.
Glasgow University.
Fin: Scottish Education Department.
chemistry; assessment; teaching aids; aims of education; curriculum; affective behaviour
chimie; appréciation; moyens d'enseignement; finalité de l'éducation; programme d'études; comportement affectif

In most schools subjects, little attention is paid to anything other than cognitive results. In the long run, affective outcomes of the educational process are probably more significant than cognitive. Research suggests that few affective objectives are being attained.

It is probable that the claims made by curriculum designers are therefore without foundation. The project will have two aspects: firstly material in chemistry will be designed to attempt to achieve pre-determined social objectives; secondly assessment techniques will be devised. In the main experiment, a 500 pupil sample (age 15) will be taken through several teaching months, and assessed as to overall effort compared to the control sample.

This experiment, if nothing else, should clarify the main issues, and suggest future directions to the work.

657 Sozialisation und Kreativität. (Socialisation and creativity.)
AT C 1970-1975
Stockhammer, Helmut.
Inst: Universität für Bildungswissenschaften, Universitätsstrasse 67, A-9010 Klagenfurt.
creativity; socialization; theory of education
créativité; socialisation; théorie de l'éducation

This study presents the current creativity theories and criticizes them from a social science point of view. Parallel to this process, studies on the socialisation of creativity in schools are referred to, and measures for the promotion of creativity in the field of socialisation are proposed.

Approaches to a socio-scientific theory of creativity are developed on this basis.

Publ: Stockhammer, Helmut. Rolle, Kreativität und Gruppe, In: *Gruppe und Bildung*, hrsg. von K. Buchinger u.a., S 113-131, Berlin-New York: Walter de Gruyter, 1975.

Esikoulun, lastentarhan ja kodin vaikutus lasten kehitykseen. (The development of six-year-olds in pre-school, kindergarten and home.) ..... **see no. 489**

Entwicklungstendenzen der Bildung Erwachsener in der Schweiz. (Tendances évolutives de l'éducation des adultes en Suisse.) ..... **see no. 516**

Recherche sur l'autoscopie de groupe par techniques video, pour l'analyse des attentes en formation, dans le cadre de la formation initiale et continue des formateurs. ..... **see no. 600**

Utilización del CC.TV. para la auto-evaluación del profesorado de enseñanza media en formación. (Use of CCTV for self-evaluation by secondary school teachers in training.) ..... **see no. 602**

Utstötta och isolerade barn – en utvecklingsstudie. (Rejected and isolated children: A longitudinal study.) ..... **see no. 632**

Kasvuympäristön yhteyksistä kaksivuotiaiden kielellisiin ja kognitiivisiin taitoihin. (The relationship between family environment and the linguistic and cognitive skills of 2-year-olds.) ..... **see no. 634**

Didaktinen prosessianalyysi (DPA Helsinki). (Didactic process analysis (DPA Helsinki).) ..... **see no. 717**

17700 BEHAVIOUR – COMPORTEMENT – VERHALTEN

658 La actitud de los profesores-tutores ante la didactica de la U.N.E.D. en 1975. (Tutors' attitude towards the Distance Study University didactics in 1975.)
ES C 1975-
Salcedo, Juan; Madrigal, Carmen; Minondo, Agustin; Arpal, Jesus; Perez-Agote, Alfonso; Ruiz-Elvira, Carmen.
Sup: Moya, Carlos.
Inst: Instituto de Ciencias de la Educacion (Institute of Educational Sciences) I.C.E. de la U.N.E.D., Ciudad Universitaria, Madrid-3.
Fin: Universidad Nacional de Educacion a Distancia (U.N.E.D.).
occupational research; survey report; follow-up study; teacher behaviour; distance study; higher education; teacher; tutorial; part-time teacher; teacher-pupil relation; attitude
recherche relative aux professions; rapport d'enquête; étude longitudinale; comportement de l'enseignant; enseignement à distance; enseignement supérieur; préceptorat; enseignant à temps partiel; relation maître-élève; attitude

The Universidad Nacional de Educación a Distancia finds itself in an experimental stage. For this reason it is necessary to have analytical information with respect to the working and development of this new type of university in order to make possible the institutional control and to achieve higher performance levels.

The aim is to study the tutors working in the regional centres, to compare them with the traditional university teachers, and to ascertain their opinion of distance study and of the UNED as a teaching system.

This project is the first step in a follow-up study on teachers' attitudes in the regional centres, that will be carried out by means of annual surveys. Besides the knowledge concerning public opinion, the main objective is to verify the hypothesis that most tutors are working part-time at the UNED and are engaged at the same time in other professional activities.

Questionnaires were sent to all tutors (422); 167 valid answers were received. The results were tabulated according to the general characteristics of the tutors and their special fields of work.

Main findings: 77% of the tutors were not full-time teachers; most of them were teaching at the same time at other educational institutions or worked as civil servants. 69% had graduated less than 5 years previously, and therefore were in the training period.

The quality of textbooks was considered acceptable. 37% believed that ideal relations with students are developed in classrooms or seminars, rather than through personal contact.

Publ: *La UNED. Problemática e imagen en 1975.* Madrid: UNED. Ministerio de Educación y Ciencia, 1976. 144 p.

659 Anpassning, beteende och prestation – Örebroprojektet. (Adjustment.)
SE O 1964-
Magnusson, David; Dunér, Anders.
Inst: Psykologiska Institutionen (Department of Psychology) Box 6706, S-113 85 Stockholm.
University of Stockholm. Box 6706, S-113 85 Stockholm.
Fin: The National Board of Education; The Social Science Research Council; The Bank of Sweden Tercentenary Foundation.
achievement; parent-child relation; adjustment; attitude; social development; delinquency; occupational choice; follow-up study
rendement; relation parents-enfant; adaptation; attitude; développement social; délinquance; choix d'une profession; étude longitudinale

The aims of the project are: to study the importance for later adjustment of different kinds of behaviour in the early years at school (analyses of relations between adjustment at school, on the one hand, and social adjustment and achievement in further education and work, etc. on the other); to study important factors for adjustment to the school situation; and to study the importance of adjustment for the possibilities of the individual to perform according to his capacity. The investigations are intended to search for ways to give earlier and more precise prediction of adjustment at school and social adjustment, so that effective measures to prevent maladjustment may be taken early in school and by other institutions.

Investigation groups are all pupils in grades 3, 6 and 8 at the schools of Örebro in 1965. The main group (born in 1955) was followed from grade 3 in 1965, through the comprehensive school, the gymnasium and in higher education.

Problems are treated within the framework of psychological and methodological models, which are relevant for the study of open systems, e.g. change models, models for classification with regard to homogeneous classes, relative achievement, causal relations, and decision making. Examples of problems are: social development, conformity-criminality, educational and vocational choice, effects of social rejection and isolation, symptom value of early behaviour, social differentiation in school classes, relationship between biological variables and adjustment.

The project has a data bank of information from total group investigations on repeated occasions, which comprises the following groups of variables: social background, satisfaction (inner adjustment), peer relations, attitudes and values, norms, intelligence, creativity achievement, motives, and aspirations as regards career choice, and parent attitudes, etc. Instruments in the total group investigations have been different types of questionnaires, tests and other group administered instruments and ratings. One sample is for studies of certain physiological variables, another for intensive studies of using interviews with parents, pupils, and their teachers, and observations of behaviour in school situations.

The work so far, as well as the results, strongly indicates that the broad multi-disciplinary and longitudinal approach that has been undertaken has proved to be very fruitful. Many problems of current interest have been studied within this project which otherwise would have taken years of special study. Examples are the sub-projects concerning school segregation and dropouts. In theory, the scope of the project is large enough to allow the study of a variety of such problems, but in practice, limited resources enforce a careful selection of problems for study. It has been shown that variables measured with uncomplicated and cheap methods during the first school years can fairly well predict later important types of behaviour.

Publ: Henricson, M. Tonåringar och normer, en undersökning av tonåringars normklimat. (An investigation of teenage norms and norm-climate.) Utbildningsforskning, SÖ FoU-rapport 4, Stockholm: Utbildningsförlaget, 1973.
Marn ell, M.; Magnusson, D. & Dunér, A. Tonåringar – relationer och reaktioner. (Adolescents – Relations and reactions.) Utbildningsforskning, SÖ FoU-rapport 6, Stockholm: Utbildningsförlaget, 1973.
Dunér, A. & Haglund, B. Tonårspojkar och brott. Kunskaper, attityder och faktiskt beteende. (Teenage boys and delinquency: knowledge, attitudes and behaviour.) Utbildningsforskning, SÖ FoU-rapport 8, Stockholm: Utbildningsförlaget, 1973.
Hjortzberg-Nordlund, F. & Marnell, M. Tonåringars studie- och yrkesval. (Adolescents – educational and vocational choice.) Utbildningsforskning, SÖ FoU-rapport 12. Stockholm: Utbildningsförlaget, 1974.
Magnusson, D., Dunér, A. & Zetterblom, G. *Adjustment – A longitudinal study. The Örebro Project.* Stockholm: Almqvist & Wiksell; New York: Wiley, 1975.
Dunér, A. Smygdifferentiering? En studie i skolklassers sociala sammansättning. (Unintended social differentiation in school classes and their effects.) Utbildningsforskning, SÖ FoU-rapport, Stockholm: Utbildningsförlaget, 1975.

660 Beslutningsprosessen i samarbeidsutvalget. (The decision process in participative committees of primary school in Norway.)
NO O 1975-1976
Monsen, Lars; Lange, Knut.
Inst: Oppland Distriktshøgskole (Oppland Regional College) Postboks 193 N-2601 Lillehammer.
Fin: Ministry of Church and Education, Oppland Regional College.
parent participation; parent-school relation; parent-teacher relation; teacher-pupil relation; primary school; lower secondary; management; questionnaire; survey
participation des parents; relation parents-école; relation parents-enseignants; relation maître-élève; école primaire; secondaire premier cycle; gestion; questionnaire; enquête

The participative committees of primary schools are a new 'invention', but already there are some doubts as to their effectiveness. The aim is to obtain a picture of activity areas and levels, as well as the members' experience of the committee, and the way its activities are connected to other parts of the school system, in particular the school and the municipal school board.

Design: Questionnaires to the members of 70 participative committees (each has 7 members: a representative of the municipal school board, the headteacher, 2 parents, 2 teachers, a representative of other employees).

Sample: The 70 schools are drawn from the total population of approximately 200 schools in Oppland and Hedmark counties.

661 Comportement scolaire des enfants de 2 à 3 ans: étude d'une petite section maternelle.
FR O 1974-1976
Lurçat, Liliane.
Sup: Lurçat, Liliane (Chargée de recherche au Centre National de la Recherche Scientifique (C.N.R.S.)).
Inst: U.E.R. de Sciences de l'Education, 28, rue Serpente, 75006 Paris.
Université de Paris V, 12, rue de l'Ecole-de-Médecine, 75006 Paris.
Fin: C.N.R.S.
social adjustment; group behaviour; educational provision; space perception; toy; pre-school child; follow-up study; field research
adaptation sociale; comportement de groupe; scolarisation; perception de l'espace; jouet; enfant d'âge pré-scolaire; étude longitudinale; recherche sur le terrain

Origine et buts: Etude de l'adaptation scolaire: ses modalités chez les jeunes élèves de la petite section maternelle.

Hypothèses: 1. La scolarisation procède à ses débuts d'une appropriation du territoire de l'école. L'observation sur le terrain permet de dégager les étapes de l'appropriation de l'espace des lieux scolaires et des activités qu'on y développe. 2. L'objet (en particulier le jouet) et le groupe constituent des facteurs essentiels d'adaptation à la vie scolaire.

Echantillon et méthodes: Etude longitudinale menée pendant un an d'une petite section maternelle.

Résultats: 1. On a pu dégager une progression dans l'appropriation de l'espace, du local au global. Cette progression est la même, quel que soit le moment de l'année où les enfants entrent à l'école. 2. L'introduction 'd'objets-attracteurs' a permis d'étudier le phénomène de papillonnement du jeune élève d'un lieu à l'autre de la classe. 3. Un phénomène de 'groupe-assimilateur' se produit au fur et à mesure des rentrées en cours d'année scolaire: le nouveau est assimilé par le groupe jusqu'au jour où la proportion des entrants est telle que le groupe se trouve déséquilibré.

662 Modalités et facteurs de l'adaptation scolaire aux âges seuils de 5 à 7 ans: passage de l'école maternelle à l'école élémentaire.
FR O 1973-1976
Zazzo, Bianca.
Inst: Centre de psychologie de l'enfant - Université de Paris X, 200, Avenue de la République, 92001 Nanterre Cedex.
Université de Paris X, 200, Avenue de la République, 92001 Nanterre Cedex.
Fin: Action Thématique Programmée – Centre National de la Recherche Scientifique.
entry to school; pre-school education; primary education; remove; adjustment; learning; participation
entrée à l'école; éducation pré-scolaire; enseignement primaire; passage de classe; adaptation; acquisition de connaissances; participation

Buts: Comparaison entre l'adaptation à l'école maternelle définie principalement par l'intégration au groupe des pairs et par l'adaptation aux exigences de travail en commun et l'adaptation des mêmes sujets à la première année d'école élémentaire. Aux mêmes modalités d'adaptation s'ajoute le critère propre au cours préparatoire: l'acquisition des connaissances.

Plan de recherche: Description de l'adaptation scolaire à l'école maternelle. Selon plusieurs critères (adaptation aux exigences scolaires définies par la participation de l'enfant aux activités de travail en classe: intégration au groupe de compagnons; attitude des enfants permettant d'apprécier dès la maternelle les liens existant entre les comportements de participations aux activités et les premières acquisitions de type scolaire).

Mise en évidence des facteurs de cette adaptation liés à chacun de ces critères (conditions du milieu, antécédents d'ordre physiologique, variables psychologiques). Analyse des différences entre adaptation à l'école maternelle et en cours préparatoire.

Echantillon et méthodes: Etude longitudinale d'une population de 101 enfants des groupes scolaires: Jacques Decour et Robespierre à Nanterre. Ces enfants ont été suivis dé leur entrée en grande section d'école maternelle jusqu'au terme du cours préparatoire.

Publ: Zazzo, René. Quelques aspects de l'adaptation de l'enfant à l'école maternelle. In: *Bulletin de Psychologie*, 25/14-17, 1971-1972, pp. 778-792.

663 La opinion de los alumnos de la Universidad Nacional de Education a Distancia en 1975. (The opinion of the students of the Distance Study University, 1975.)
ES C 1975-
Salcedo, Juan; Madrigal, Carmen; Minondo, Agustin; Perez-Agote, Alfonso; Ruiz-Elvira, Carmen; Arpal, Jesus.
Sup: Moya, Carlos.
Inst: Instituto de Ciencias de la Educacion (Institute of Educational Sciences) I.C.E. de la U.N.E.D., Ciudad Universitaria, Madrid-3.
Fin: Universidad Nacional de Educacion a Distancia (U.N.E.D.).
distance study; higher education; student; opinion; textbook; teacher-pupil relation; teaching method; social mobility; survey; follow-up study.
enseignement à distance; enseignement supérieur; étudiant; opinion; manuel d'enseignement; relation maître-élève; méthode pédagogique; mobilité sociale; enquête; étude longitudinale

The aim of this research is to discover the students' attitude towards distance study and the UNED as an educational system.

This research project is the beginning of a follow-up study on the University students' attitude, and it is carried out through annual surveys. Besides learning about the students' opinion, the main hypothesis of the research is the existence of ascending social mobility among the students, through intergenerational mobility.

Questionnaires for the survey were mailed to students and results were tabulated according to students' general characteristics and studies taken.

Results proved the hypothesis of intergenerational mobility of students: while only 13% of the parents had received higher education, 84% of them expected their children to receive it. The quality of text-books was approved by the students. Contacts with tutors were not frequent, but 43% of the students who had had such contacts were satisfied. 59% of the students referred to the regional centre as helpful and necessary. 59% of the drop-outs were due to overwork caused by studying in addition to regular work. 82% of the students would recommend others to follow studies through the UNED.

Publ: *La UNED. Problemática e imagen en 1975.* Madrid: Universidad Nacional de Educación a Distancia. Ministerio de Educación y Ciencia, 1976. 144p.

664 La opinion de los alumnos de la Universidad Nacional de Educacion a Distancia, 1976. (The opinion of the students of the Distance Study University, 1976.)
ES O 1976-
Navarro, Pio; Minondo Agustin; Madrigal, Carmen; Ruiz-Elvira, Carmen.
Sup: Moya, Carlos.
Inst: Instituto de Ciencias de la Educacion (Institute of Educational Sciences) I.C.E. de la U.N.E.D., Ciudad Universitaria, Madrid-3.
Fin: Universidad Nacional de Educacion a Distancia (U.N.E.D.).
distance study; higher education; student; opinion; teacher-pupil relation; teaching method; social mobility; survey ; follow-up study; Spain
enseignement à distance; enseignement supérieur; étudiant; opinion; relation maître-élève; méthode pédagogique; mobilité sociale; enquête; étude longitudinale; Espagne

The aim of this research is to ascertain the attitude of the students towards distance study and the UNED as an educational system. This research project is an extension to a follow-up study on the students' attitudes that was started in 1975. Besides learning about the opinion of the students as regards the UNED, the main hypothesis of the study is the existence of ascending social mobility among the students – common in industrial societies – through intergenerational social mobility.

To collect this data, a sample of 10% of the students (2,683) was studied. It was stratified by provinces and fields of study and included three hundred area sample units according to place of residence.

The survey was carried out through personal interviews with students living in Spain and questionnaires were mailed to those living outside the country. Results will be tabulated according to the general characteristics of the students and studies they are following.

665 Samspelet mellan skola och hem. Former för kontakt mellan lärare, föräldrar och elever i grundskolan. (Interplay between school and home. Forms of contact between teachers, parents and pupils in comprehensive school.)
SE C 1973-1976
Nilehn, Kerstin.
Sup: Johannesson, Ingvar.
Inst: Pedagogiska institutionen, Lunds universitet (Department of Education, University of Lund) Fack S-220 07 Lund 7.
University of Lund, Fack, 221 01 Lund 1.
Fin: Allmanna Barnhuset; The National Board of Education.
parent-teacher relation; parent-pupil relation; teacher-pupil relation; parent-school relation
relation parents-enseignants; relation parents-élève; relation maître-élève; relation parents-école

Aims: To examine the forms and occurrence of co-operation between school and home in order to show which ways of establishing contact are being used and who are using them; to examine the opinions about existing ways of establishing contact and find out wishes for partnership.

Methods: Three questionnaires were constructed, one for each group: parents, teachers and pupils. All parents (3,284), all teachers (246) and all pupils in grades 3-9 (2,479) in the municipality of Eslöv were given a questionnaire. Return rates were high: parents 90 per cent, pupils 89 per cent and teachers 66 per cent (class consultants 75 per cent). The results were examined in relation to the regulations for the comprehensive school, to recommendations and directions from the National Board of Education and to measures proposed by the Government Commission and Government Bill concerning work within schools (SIA).

Results: On several points, the co-operation between school and home corresponded neither to the school regulations nor to the wishes of many parents, teachers and pupils. Most parents have some contact with school, but pupils seldom take part in the home-school co-operation, although they have a strong wish to do so. Parents with no school contacts are more often found in groups with children in high grades and in classes receiving special instruction as well as in groups with a low level of education and speaking a foreign language. Teachers without a class of their own were less content with the relationship between home and school than class teachers and class consultants.

Publ: Nilehn, K. Ett klassmöte kan se ut hur som helst. Pedagogiska Meddelanden från Skolöverstyrelsen 7, 1975.
Nilehn, K. *Samspelet mellan skola och hem. Former för kontakt mellan lärare, föräldrar och elever i grundskolan.* Stockholm: Bonniers, 1976.

Erwachsenenbildung im Adressatenurteil. Zu den Erwartungen potentieller Adressaten über Inhalt und Organisation der Weiterbildung. (Adult education as seen by its target population. The expectations of the target population as regards the content and organisation of continued education.) ..... see no. 470

Studieavbrott i grundskolan. (Dropouts in comprehensive school.) ..... see no. 488

Kommunale Eltern- und Familienbildung. (Education and counselling of parents and families in cities and villages.) ..... see no. 527

Beziehungen von Schulkindern zur Technik. Empirische Untersuchungen ueber Einstellung, Wissen, Verstaendnis und Erfahrungen bei Schuelern des fuenften Schuljahres. (Empirical research into children's attitudes towards technology. Knowledge, comprehension and experience among 5th grade pupils.) ..... see no. 580

Kooperation Schule-Familie. (Coopération entre école et famille.) ..... see no. 622

Opettajien täydennyskoulutustutkimus (SIVA-koulutustutkimus). (A study on teacher in-service training.) ..... see no. 627

Veränderungen berufsbezogener Einstellungen während Lehrerausbildung und Berufseinführung. (Changement des attitudes professionnelles de l'instituteur pendant la formation et la phase initiale de l'exercice de la profession.) ..... see no. 631

Utstötta och isolerade barn – en utvecklingsstudie. (Rejected and isolated children: A longitudinal study.) ..... see no. 632

Skoltrötta elever. (School fatigue.) ..... see no. 651

Konsekvenser ved inndragning av klasser. (Consequences of putting classes together.) ..... see no. 680

Sozial-psychologische Untersuchung der Selbstaussagen von Zürcher Lehrlingen als Weiterführung einer Longitudinalstudie. (Analyse psycho-sociale des déclarations d'apprentis zurichois (continuation d'une étude longitudinale).) ..... see no. 713

Soziologische Untersuchung zur Unrast der Jugend unter besonderer Berücksichtigung politischer Einstellungen und Verhaltensweisen. (Recherche sociologique sur l'agitation des jeunes, et spécialement sur leurs opinions et comportements politiques.) ..... see no. 714

Zur Unrast der Jugend – Eine sozialpsychologische Untersuchung der Beziehungen zwischen Erwachsenen und Jugendlichen in Familie, Bildung und Beruf. (L'agitation juvénile – une étude de psychologie sociale concernant les relations entre adultes et adolescents dans la famille, le système d'éducation et la profession.) ..... see no. 716

Befragung von Lehrern, Eltern und Schuelern an Gesamtschulen im Kreis Wetzlar, Herbst 1974. (Opinion poll of teachers, parents and pupils of comprehensive schools in the area of Wetzlar, autumn 1974.) ..... see no. 724

17800 GUIDANCE – ORIENTATION – BERATUNG

666 Berufsberatung und Berufslenkung in ausgewaehlten Laendern. (Vocational guidance and manpower supply in selected countries.)
DE C 1974-1975
Eichner, Harald; Wagner, Udo.
Inst: Gesellschaft fuer sozialen Fortschritt e.V. 53 Bonn, Muensterstr. 17.
pre-vocational education; vocational guidance; manpower; comparative analysis; vocational education; vocational retraining
enseignement pré-professionnel; orientation professionnelle; main d'oeuvre; analyse comparative; enseignement professionnel; reconversion professionnelle

Vergleich der Systeme der Berufsberatung und Berufslenkung. Erarbeitung von Übertragungsmöglichkeiten auf das System der Berufsberatung in der BRD. Vorschläge für einen Ausbau der Berufsberatung. Theoretischer Ansatz.

Publ: Eichner Harald; Wagner Udo; *Berufsberatung, Berufslenkung*, Goettingen:Schwarz-Verlag 1976.

667 Eficacia respectiva de tres tipos de orientaciones pedagogicas sobre los problemas y trastornos escolares a nivel de Educacion General Basica. (Efficacy of three types of educational guidance as regards school problems and disorders at primary education level.)
ES C 1975-1976
Morales, Jose Francisco; Avia, Maria Dolores; Roda, Rafael.
Inst: Instituto Nacional de Ciencias de la Educacion (National Institute of Educational Sciences), Ciudad Universitaria, Madrid -3.
Fin: Instituto Nacional de Ciencias de la Educacion.
psychology of behaviour; primary education; failure; behaviour disorder; further education of teachers; psychology of education; educational guidance; Spain
psychologie du comportement; enseignement primaire; trouble du comportement; échec; perfectionnement des enseignants; psychologie de l'education; orientation pédagogique; Espagne.

The aim is to provide teachers with a conceptual framework to face educational problems, adequate techniques, and an evaluation and comparison of the efficacy of the three techniques proposed to them.

Three representative theoretic guidance procedures were selected: psychodynamics, pedagogic and behaviour modification. The aim of the course was to enable the teachers to introduce changes in their classroom behaviour, in the two months after the course. The course was divided into 3 groups, of 10 to

15 teachers, all of them volunteers.

In general, teachers in all three groups expressed great satisfaction with the training received, considering it of theoretical interest and immediate practical application. Only the behaviour modification course presented empirical data: 60% of the teachers put the training into practice. In all but one case, application of the technique enabled teachers to overcome their given problem. Half of the cases carried out complied with the minimum methodological requirements, and it can be considered that the course was a success. Comparisons between the three techniques could not be established because data from the other courses was not made available.

668 Influence des processus éducatifs sur la formation ou la transformation des représentations sociales des adolescents et des jeunes adultes: a) dans le domaine de certains apprentissages de la formation initiale ou permanente; b) dans le domaine de l'orientation socio-professionnelle; c) dans le domaine des relations entre individus, groupes restreints et institutions.

FR O 1974-1980

Kokosowski, Alain; Simonot, Michel; Schneider, Henri.

Inst: U.E.R. des Sciences du comportement de l'Université de Rouen, Rue Lavoisier, 76130 Mont-Saint-Aignan.

Université de Rouen, Boulevard de Broglie, 76130 Mont-Saint-Aignan.

Fin: Direction Générale de la Recherche Scientifique et Technique (D.G.R.S.T.).

vocational guidance; educational guidance; adolescent; social development; secondary education; post-secondary education; socio-economic status; data collection

orientation professionnelle; orientation pédagogique; adolescent; développement social; enseignement secondaire; enseignement post-secondaire; status socio-économique; rassemblement des données

Origine et buts: Dans le cadre de l'analyse des processus de socialisation de l'adolescent et du jeune adulte, on étudie l'influence des facteurs socio-culturels sur la formation ou la transformation des représentations sociales concernant: l'environnement économique et le système social, l'avenir professionnel et la signification sociale de la formation scolaire ou universitaire.

Plan de recherche: Mettre en évidence les relations entre les caractéristiques sociales des étudiants, leur origine scolaire et leur choix de formation universitaire; analyser l'influence de cette formation universitaire sur les aspirations et les choix professionnels; mettre en place un dispositif d'observation.

Hypothèses: Le processus d'orientation est le résultat de multiples interactions qui s'établissent au niveau d'un individu entre ses caractéristiques personnelles, sociales et les situations informatives, formatives et professionnelles qu'il rencontre au cours de son développement.

Echantillon et méthodes: Collecte et analyse des données objectives d'une part (sexe, âge, caractéristiques sociales et culturelles de la famille, scolarité antérieure et actuelle, projets à court terme de scolarité), des données sur les représentations sociales d'autre part (projet d'avenir, conception de la réussite sociale, aspirations professionnelles, sur l'environnement économique et social, signification sociale des études poursuivies). L'enquête a été effectuée auprès de 400 étudiants et 700 lycéens de l'académie de Rouen.

Publ: Simonot, Michel. Psychologie et animation. In: *Les cahiers de l'animation*, 1972/1, 4 p.

Kokosowski, Alain. Pédagogie et interdisciplinarité dans les sciences sociales. In: *Espace régional, approche pédagogique*, 1973/1, pp. 23-39.

Simonot, Michel. Les représentations sociales des animateurs socio-culturels. In: *Les cahiers de l'animation*, 1973/4, 30 p.

Kokosowski, Alain. Formation économique et opinions des lycéens. In: *Education permanente*, 1974/24, pp. 21-65.

Kokosowki, Alain. Communication dans la classe et recherche en sciences humaines. In: *Bulletin de liaison et d'information des professeurs de langues* CRDP, 1975, pp. 5-27.

669 Stratégies éducatives saisies au niveau de l'enseignement professionnel court.

FR O 1975-1978

Battegay, Alain; Bonniel, Jacques; Martin, Robert; Vincent, Guy; Bernard, Régis; Honoré, Serge; du Ponget de Nadaille, Bruno.

Sup: Latreille, Geneviève.

Inst: Centre de Sociologie de l'Education, Avenue de l'Université, 69500 Bron.

Université de Lyon II, 86, rue Pasteur, 69007 Lyon.

Fin: C.N.R.S. (A.T.P.).

educational guidance; vocational education; family environment; social environment; candidate; survey

orientation pédagogique; enseignement professionnel; milieu familial; milieu social; candidat; enquête

Origine et buts: Essayer de rendre compte globalement des différents déterminants de l'orientation scolaire.

Plan de recherche: Observer puis théoriser les processus d'orientation face à l'enseignement professionnel court.

Hypothèses: Les processus d'orientation manifestent des comportements familiaux dont certaines formes constituent de véritables stratégies et qui définissent des groupes sociaux, non pas en tant que tels, mais dans les rapports qu'ils entretiennent entre eux, avec l'environnement socio-économique, avec l'institution scolaire.

Echantillon: Les candidats à l'entrée dans l'enseignement professionnel court dans les départements du Rhône et de l'Ain.

Méthode: Enquête extensive sur les candidatures. Observation des demandes d'orientation. Entretiens avec des parents de candidats.

Publ: Bernard, Régis, *L'entrée au C.E.T.* Lyon: Centre de Sociologie de l'Education, 1975, 61 p.

670 Studie- och yrkesorientering inom vuxenutbildningen. (Educational and vocational guidance in adult education.)

SE O 1975-1978

Eklund, Harald; Hult, Håkan; Eklund, Lars.

Inst: Institutionen för pedagogik, Lärarhögskolan i Linköping (The Department of Educational Research, Linköping School of Education) Box 3129, S-580 03 Linköping.

Linköping School of Education, Box 3129, S-580 03 Linköping.

Fin: The National Board of Education.

educational guidance; guidance officer; adult education; vocational guidance

orientation pédagogique; orienteur; éducation des adultes; orientation professionnelle

The main aims of the project are: (a) to describe the present working situation within the field of adult study and vocational guidance (SYO) and to identify problem areas within that field; (b) to test an organizational model for study and vocational guidance where one of the SYO counsellors serves as a co-ordinating agent for all adult education associations within a given local area; (c) to develop general methods and models for adult study and vocational guidance.

Three municipalities are engaged in the project as experimental areas. The municipal adult education councils of these areas are the local steering groups of the project. The project's guidance work is mainly concerned with those guidance activities that occur between the first publicity/canvassing activities in places of work and in homes and the start of the courses. To supplement the information, two questionnaires have been sent out. The first was sent to a representative sample of the population in the experimental areas to find out the general needs of adult education in the regions. The second dealt with the needs for special study and vocational guidance and was sent to different groups of adult students. Moreover, a number of people have been interviewed to find out which factors might be of special importance for creating an effective adult education.

The results of the project are, among other things, to be part of the basis for a more general evaluation of the present organization of study and vocational guidance with a view to a new parliamentary resolution.

Publ: Hult, Håkan & Eklund, Lars. *Models for study and vocational guidance (SYO) within adult education.* Linköping School of Education, 1976, 53 p + app (in Swedish).

Lasten ennaltaehkäisevä mielenterveystyö ja kasvatuspalvelu lastenneuvolassa. (Preventive work for children's mental health and child rearing guidance services in child welfare centres.) see no. 493

Invandrare på kursen 'Arbetsliv och utbildning'. Projekt inom FAMU. (Immigrants in the course 'Vocational life and education'. FAMU project (Research on labour market training project).) see no. 525

Entwicklung eines Chemie-Curriculum fuer die Orientierungstufe (Klassenstufe 5 und 6). (Development of a chemistry curriculum for grades five and six (guidance period).) see no. 564

Erwartungen der Tiroler Bauern an das Ländliche Fortbildungsinstitut (LFI) Tirol. (Expectations of farmers in the Tyrol with respect to the LFI (Institute for continuing education in the rural areas).) see no. 582

Evolucion y organizacion de los intereses profesionales de los alumnos de Bachillerato Unificado Polivalente (BUP) y Curso de Orientacion Universitaria (COU) en el distrito Universitario de Salamanca. (Development and organization of the vocational interests of secondary school and pre-university students in the University district of Salamanca.) see no. 613

18000 PHYSIOLOGY. HEALTH – PHYSIOLOGIE. SANTE – PHYSIOLOGIE. GESUNDHEIT

18100 SEX. BIRTH. AGE – SEXE. NAISSANCE. AGE – GESCHLECHT. GEBURT. LEBENSALTER

Avbrudd og nøling blant kvinner som ønsker voksenopplaering. (Adult education: female dropouts and non-beginners.) see no. 508

Begåvningsmässiga förutsättningar. Projekt inom FAMU. (Intellectual abilities. FAMU project (Research on labour market training project).) see no. 510

Kvinnor i arbetsmarknadsutbildning. Project inom FAMU. (Women in labour market training. FAMU project (Research on labour market training project).) see no. 529

Aspiraciones y expectativas profesionales y educacionales de la juventud Española. (Occupational and educational aspirations and expectations of young people in Spain.) see no. 611

18300 HUMAN BODY. FOOD. REST – CORPS HUMAIN. ALIMENT. REPOS – MENSCHLICHER KOERPER. NAHRUNGSMITTEL. RUHE

671 Forsøk med klasseromsgymnastikk. (Physical training in the classroom.)

NO O 1973-1976

Holmen, Ada.

Inst: Skolesjefen i Oslo. Avdeling for forsøks- og utviklingsarbeid (Superintendent of Schools in Oslo. Department of Educational Research and Innovation) Normannsgt. 57B, N-Oslo 6.

Fin: Municipality of Oslo.

human body; health; posture; physical education; gymnastics; remedial gymnastics; physiotherapy; experimental research

corps humain; santé; attitude corporelle; éducation physique; gymnastique; gymnastique corrective; physiothérapie; recherche expérimentale

Background and aims: The physical condition of younger children has shown signs of becoming weaker. The aim of the project is to find out whether daily training by physiotherapists and by teachers would improve the physical condition of the children.

Design and hypothesis: (1) Quasi-experimental design. (2) Ten minutes of daily exercise would result in increased muscular strength, increased flexibility of the joints and better posture.

Sample: The sample consisted of 310 children in the 2nd and 4th grades. The control sample, which did not get any treatment, comprised 150 children from the

same grades in another school.

Preliminary results: Ten minutes of daily exercise do not seem to affect students' muscular strength, flexibility of their joints or posture.

18400 DISEASE. PHYSICAL HANDICAP – MALADIE. HANDICAP PHYSIQUE – KRANKHEIT. KOERPERBEHINDERUNG

672 Diagnose der Legasthenie (Verbesserung und Versuch der Entwicklung eines Instrumentariums für die Früherkennung vor Schuleintritt). (Diagnostique de la dyslexie (Essai de développer des moyens permettant de détecter la dyslexie avant la scolarité obligatoire).)

CH O 1972-1976

Hürsch, Luzius; Stirnimann-Lewis, Francis; Ryser, Hansjörg; Kunz, Ueli.

Sup: Siegfried, Kurt.

Inst: Forschungsabteilung für Bildungs- und Begabungsfragen des Psychologischen Institutes, Seanweg 2, 3012 Bern.

Universität Bern.

Fin: Eigenfinanzierung.

diagnosis; dyslexia; entry to school; mother tongue; pre-school child; primary school; multivariate analysis; psychology; test

diagnostic; dyslexie; entrée à l'école; langue maternelle; enfant d'âge préscolaire; école primaire; analyse multivariée; psychologie; test

Daten von 130 Eltern von legasthenischen Kindergartenschülern (schriftliche Befragung) und Tests von 82 Legasthenie- und Kontrollgruppenschülern des 2./3. Schuljahres wurden erhoben. Der Vergleich der Daten der in der Erziehungsberatung untersuchten Legastheniker-Stichprobe mit der Kontrollgruppe zeigt, dass mit einer beschränkten Anzahl von diagnostischen Variablen die Wahrscheinlichkeit einer Fehldiagnose nur unwesentlich erhöht wird. Gleichzeitig lässt sich zeigen, dass zwei Faktoren die beiden Gruppen am deutlichsten voneinander unterscheiden.

Aufgrund dieses Befunds wurde eine Testbatterie entworfen, welche bei Kindern im Vorschulalter durchgeführt werden kann, um die Legastheniegefährdung feststellen zu können. Ergänzt wurde diese Testbatterie durch einen Beobachtungsbogen für Kindergärtnerinnen zur Erfassung von motorischem, kognitivem und sozialem Sprach- und Wahrnehmungsverhalten. In einer Längsschnittuntersuchung sollen die erfassten Kinder auf ihre Lese- und Schreibkenntnisse hin geprüft und der prognostische Wert der Testbatterie und des Beobachtungsbogens analysiert werden.

Methodisch ist das Projekt als Entwicklung diagnostischer Instrumente, Operationalisierung klinischer Befunde, Ueberprüfung ätiologischer Hypothesen und Entwicklung von vorbeugenden Massnahmen angelegt.

673 Fehlerkategorien – Bezugsetzung zur Legasthenie (Legasthenische Fehlerkategorien). (Categories of mistakes due to dyslexia (dyslexic mistake categories).)

AT O 1973-1977

Kraft, Johann.

Inst: Abteilung für Schulpsychologie, Dr. Karl-Renner Ring 1, A-1010 Wien.

Stadtschulrat für Wien, Wien.

dyslexia; mistake; spelling; written work

dyslexie; faute; orthographe; exercice écrit

Schenk-Danzinger studied specific dyslexic mistakes among 7-9 year-olds. This project will be an empirical study of such mistakes among 10-14 year-olds.

The following method is employed: essays and spelling tests are studied for specific mistakes (frequency of mistakes). Mistake categories will then be deduced.

674 Glarner Studie: 'Kinder unter Stress'. (Etude glaronnaise: 'Enfants soumis à une tension psychique'.)

CH C 1973-1975

Müller, Hans R. Mattias.

Sup: Ritzel, Günther.

Inst: Abteilung für Sozial- und Präventivmedizin, St. Alban-Vorstadt 19, 4052 Basel.

Universitat Basel.

Fin: Eigenfinanzierung.

child; mental stress; psychosomatics; socio-economic status; teacher; comparative analysis; interview; multivariate analysis; psychosomatic medicine; social psychology

enfant; tension mentale; psychosomatique; status socio-économique; analyse comparative; entretien; analyse multivariée; médecine psychosomatique; psychologie sociale

Ausgängspunkt der Arbeit zu diesem Thema war die Beobachtung, dass Studien besonders in angelsächsischen Ländern (USA, England) eine hohe Prävalenzrate von psychischen Störungen bei Kindern nachweisen. Für die Schweiz gibt es nur wenig Material über die Situation der Kinder in unser sich standig wandelnden Umwelt.

Die Hypothese wurde geprüft, dass vermehrter sozioökonomischer Wechsel sich in einem erhöhten Stress-Index niederschlage, d.h. dass Kinder in der Region mit schnellerem sozioökonomischem Wechsel vermehrt über psychische und psychosomatische Symptome klagen. Das soziale Bezugssystem der Kinder in der Region mit schnellerem sozioökonomischem Wechsel ist stärker eingeengt, sie sind vermehrt auf die Kleinstfamilie angewiesen; sie haben weniger Kontakte zu Gleichaltrigen; sie sind vermehrt auf 'Professionals' (Lehrer, Arzt) angewiesen; sie weisen mehr unbefriedigte Kontaktbedürfnisse auf. Als theoretischer Hintergrund der Untersuchung dient das Stress-Modell. Zu den strukturierten Interviews wurde der Gesundheitsfragebogen GMF verwendet. Ein erster Teil des Fragebogens erkundigte sich nach psychosomatischen und psychischen Symptomen. Der GMF ist eine Uebersetzung des Health Opinion Survey von Leighton (Chapel Hill). Aus diesem Teil wurde ein Stressindex gebildet als Mass für die Einschränkung des Wohlbefindens. Ein zweiter Teil erfragte Angaben über das soziale Bezugssystem und über Wünsche des Kindes in seiner Umwelt. Zusatzlich wurden verschiedene demographische Angaben erhoben (Untersuchte Population: 726 Schüler der 4.-6. Primarschule).

In ihrer sozialen Stellung benachteiligte Kinder (Ausländerkinder, Kinder aus der Unterschicht, Kinder berufstätiger Mütter) weisen in der Region mit erhöhtem sozioökonomischem Wechsel einen erhöhten Stress-Index auf. Die Analyse der Daten zum sozialen Bezugssystem wird im jetzigen Zeitpunkt vorgenommen.

Publ: Müller, Hans R.M. Kinder unter Stress – Resultate einer Untersuchung im Glarnerland über den Einfluss von sozioökonomischem Wechsel auf das Wohlbefinden von Schulkindern. In: *Sozial- und Präventivmedizin*, 20, 1975.

Müller, Hans R.M. *Sozioökonomischer Wechsel und Wohlbefinden: Stress-Effekte sozioökonomischen Wechsels auf das Wohlbefinden von Schulkindern.* Dissertation, Basel, 1975.

Forsknings- och utvecklingsarbete kring undervisningsmetodik för synskadade. (Educational research concerning the study situation of the visually handicapped.) ..... **see no. 472**

Talfel och talträning med gravt hörselskadade och döva. (Speech errors and speech correction with hearing impaired and deaf children.) ..... **see no. 475**

Faktorer i språkpersepsjonen. (Factors in language perception.) ..... **see no. 638**

18600 HEALTH. THERAPY – SANTE. THERAPIE – GESUNDHEIT. THERAPIE

Lasten ennaltaehkäisevä mielenterveystyö ja kasvatuspalvelu lastenneuvolassa. (Preventive work for children's mental health and child rearing guidance services in child welfare centres.) ..... **see no. 493**

Forsøk med klasseromsgymnastikk. (Physical training in the classroom.) ..... **see no. 671**

Glarner Studie: 'Kinder unter Stress'. (Etude glaronnaise: 'Enfants soumis à une tension psychique'.) ..... **see no. 674**

19000 MANAGEMENT – GESTION – MANAGEMENT

19100 ORGANIZATION – ORGANISATION – ORGANISATION

675 Analyse und Adaptierung wertanalytischer Instrumente für Bildungsinstitutionen. Organisations- und planungswissenschaftliche Beitraege zur Erfassung und Gestaltung von internen Verwaltungsstrukturen und -verfahren in Schulen. (Analysis and adaptation of instruments for evaluating internal administrative structures and procedures in schools.)

DE C 1973-1975

Ortner, Gerhard E.; Steuer, E.

Inst: Forschungszentrum FEoLL-Paderborn, Institut für Bildungs-Betriebslehre, 479 Paderborn, Rathenaustr. 69.

administration; management, planning; value system; data processing; vocational school; role expectation

administration; gestion; planification; système de valeurs; traitement des données; école professionnelle; attente de rôle

Das Projekt hat folgende Ziele: (1) Entwicklung bildungsbetrieblicher Instrumente zur Darstellung der internen Schulverwaltungsstruktur, Ablaufe, Kommunikationsbeziehungen. (2) Validierung dieser bildungsbetrieblichen Instrumente durch Datenerhebungen in der Schulpraxis. (3) Analyse der ermittelten Daten von Schulstrukturen und Abläufen unter Rationalisierungsaspekten. (4) Einbeziehung von Arbeitsverfahren mit EDV-Unterstützung in die interne Schulverwaltung.

Fallstudien mit Praxisbezug. 50 Schriftliche Befragungen: ca. 600 Berufsschullehrer in Nordrhein-Westfalen. 10 Beobachtungen: ca. 60 Stelleninhaber/Berufsbildende Schulen. Inhaltsanalyse.

Ergebnisse: Es wurden Organisationsanalyse-Instrumente für Schulen entwickelt, die Probleme der Schulorganisation darstellen und schulische Stelleninhalte beschreiben.

Publ: Steuer, E.; *Organisationsanalytische Instrumente. Ansaetze zu einer Schulorganisationsentwicklung.* Paderborn, 1975.

676 Samarbeidsforsøk ved gymnas i Oslo. (Student-teacher involvement at an upper secondary school in Oslo.)

NO C 1973-1976

Maroni, Knut; Parr, Linda Rundquist.

Inst: Skolesjefen i Oslo. Avdeling for forsøks- og utviklingsarbeid (Superintendent of Schools in Oslo. Department of Educational Research and Innovation) Normannsgt. 57B, N-Oslo 6.

Fin: Municipality of Oslo.

management; self-management; secondary school; reform of education; innovation; extra-curricular activities; teacher-pupil relation; questionnaire

gestion; autogestion; école secondaire; réforme de l'enseignement; innovation; activités hors programme; relation maître-élève; questionnaire

Background and aims: On the basis of results from the experimental grammar school in Oslo (Forsøksgymnaset) and a survey of grammar school students concerning school democracy, the Oslo School Board decided to carry out an innovative programme of increased student-teacher involvement in decision making at a limited number of grammar schools in Oslo. The programme represents a natural extension of recent reforms in school government at the elementary and lower secondary levels.

Design: It was assumed that there was a need for and interest in more responsibility for school affairs among students and teachers. The project was designed to provide and encourage increased responsibility in those areas the participating schools felt were realistic.

Sample: One grammar school with about 550 students, aged 16-19.

Organisation:

(1) Yearly planning workshop for a group of students and teachers.

(2) One period in the middle of the school day is set aside for meetings, seminars and hobby activities.

(3) Weekly bulletins covering meetings/activities for the coming week.

(4) Questionnaires to assess the programme's effect.

(5) Project co-ordinator with a slightly reduced teaching load (2 hrs/week).

Extra office help. Visits from project consultants.

Results:

(1) The daily 'extracurricular hour' is popular among students. However, there are students who use it primarily to relax or do homework. Only a minority of the students (approximately 1/3) participate regularly in organized activities.

(2) The weekly bulletin is an effective channel for information.

(3) Committees with both students and teacher representation have functioned well.

(4) New methods of organizing instruction (larger and smaller groups, theme projects integrating several subjects, students as teachers) have met with interest, but have so far not been carried out. Commitment to the project is not widespread.

Publ: Maroni, Knut. Der demokratiet fungerer. Et forsøk ved Nordstrand gymnas. *P.I.P., Forsøk i Osloskolen*, 1974:1, pp. 4-6.

Klientrelaterad handledning. (Client-related supervision.) ..... **see no. 589**

Beslutningsprosessen i samarbeidsutvalget. (The decision process in participative committees of primary school in Norway.) ..... **see no. 660**

19200 TIME-TABLE – EMPLOI DU TEMPS – STUNDENTAFEL

677 Bestandsaufnahme und Analyse von Bildungsurlaubsveranstaltungen auf der Grundlage von Tarifverträgen und Betriebsvereinbarungen. (Assessment and analysis of programmes of educational leave based on wage agreements and/or agreements with enterprises.)

DE C 1974-1975

Schenk, Peter; Klausch, Ursula.

Inst: Arbeitsgruppe fuer empirische Bildungsforschung e.V., 69 Heidelberg, Zeppelinstr. 151.

educational leave; trade union; evaluation

congé éducatif; syndicat; évaluation

Gegenstand der Analyse sind Rekrutierungsmechanismen, subjektive Informationen über die Angebotsstruktur, Bedeutung der rechtlichen Grundlage, Probleme der Freistellung, Fragen der subjektiven Belastung, Finanzierungsprobleme bei den Teilnehmern von Bildungsurlaubs-Veranstaltungen.

Teilnehmerbefragung mittels teilstandardisierten Fragebogens auf 17 Bildungsurlaubs-Veranstaltungen; Pädagogenbefragung mittels standardisierter Fragebogen; Gruppendiskussionen in 4 Betrieben.

678 Einstellung zur Fünftagewoche bei Wiener Lehrern. (The opinion of teachers in Vienna on a five-day week.)

AT O 1974-1976

Kutalek, Norbert; Kurzreiter, Josef.

Inst: Pädagogisches Institut der Stadt Wien, Ettenreichgasse 45a, A-1100 Wien.

Fin: Pädagogisches Institut der Stadt Wien.

teaching time; hours of work; time-table; teacher behaviour; opinion

temps d'enseignement, heures de travail, emploi du temps, comportement de l'enseignant; opinion

The introduction of the five-day week in schools is at present being considered in Austria. This project will endeavour to discover teachers' attitudes (positive or negative) towards a five-day week.

A random sample of 861 teachers (all of them from Vienna) will be questioned for this purpose. Questions and answers are submitted in writing.

19400 ADMISSION. INTEGRATION. CLASS – ADMISSION. INTEGRATION. CLASSE – AUFNAHME. INTEGRATION. KLASSE

679 Correlacion entre la madurez de los alumnos del curso de orientacion universitaria (COU) y las pruebas de seleccion en la universidad. (Correlation between pre-university students' maturity and the university entrance selection examinations.)

ES O 1975-1976

Cid Palacios, Rafael; Escudero Escorza, Tomas; Bernard Mainar, José Antonio; Valdivia Sanchez, Carmen.

Inst: Instituto de Ciencias de la Educacion de la Universidad de Zaragoza, Ciudad Universitaria, Zaragoza.

Instituto Nacional de Ciencias de la Educacion, Ciudad Universitaria, Madrid-3.

Fin: Instituto Nacional de Ciencias de la Educacion.

selection; selection criterion; pre-university course; aptitude; knowledge level; higher education

selection; critère de sélection; cours pré-universitaire; aptitude; niveau de connaissance; enseignement supérieur

The project proposes in this first stage to analyse what characteristics of psychological and academic maturity in the students have a bearing upon their success in university entrance examinations and what other characteristics are overlooked by the examinations.

As university entrance examinations are deficient in the matter of selecting future students who are psychologically and academically mature, the work plan is made up of the following stages: (a) determination of the characteristics of maturity, (b) selection and elaboration of measuring tools, (c) determination of the sample, (d) application of a pilot analysis of the tools, analysis of the items, their validity and reliability, (e) application of tools and collection of date, (f) collection of entrance examination data and determination of the final sample, (g) codification and analysis of data, (h) analysis of results.

After the entrance examination in June 1976, the actual sample population was reduced to 5,035 students and the final sample to 633.

The maturity variables were selected. Tests were worked out for achievement in the various disciplines. The final sample was chosen and the statistical analysis of the data was carried out according to the multiple linear regression model in the BMDO2R programme.

680 Konsekvenser ved inndragning av klasser. (Consequences of putting classes together.)

NO O 1973-1976

Maroni, Knut.

Inst: Skolesjefen i Oslo. Avdeling for forsøks- og utviklingsarbeid. (Superintendent of Schools in Oslo. Department of Educational Research and Innovation) Normannsgt. 57B, N-Oslo 6.

Fin: Municipality of Oslo.

class size; number of pupils; social adjustment; social status; achievement; follow-up study; sociometry; interview

dimension de la classe; effectifs scolaires; adaptation sociale; status social; rendement; étude longitudinale; sociométrie; entretien

Background and aims: The local school board of Oslo suggested that a follow-up study should be made of pupils from classes which had been so small that two classes were put together to make one bigger class. Our aim is to study the consequences of putting the classes together when it comes to the social position of the pupils in the new class, and how they do academically. We also want to find out something about the teachers' experiences with the classes which have received a great number of new pupils.

Sample and methods: The sample consists of 1,500 pupils in the grades 2-6. We have administered a sociometric test to the students and conducted interviews with the teachers.

Results: We seldom found any academic difficulties. Almost all of the interviewed teachers said that the regrouping of pupils had created social problems. The pupils who had been in the class from the beginning and the new pupils easily formed separate groups. The length of the adjustment period lasted from a couple of months up to one year. It was important that the demands on the new pupils be not too heavy to start with. The teachers said that group work, where the groups consisted of some of the old pupils and some of the new ones, excursions and dramatic play would make the period of adjustment easier.

Publ: Maroni, Knut. Inndragning av klasser. *P.I.P., Forsøk i Osloskolen*, 1974:2, pp.19-23.

681 Schulstrukturen und Schülerbeziehungen. Soziometrische Untersuchungen an einer traditionellen und einer Gesamtschule. (Structures scolaires et relations entre élèves. Recherches sociométriques dans une école traditionnelle et une école globale.)

CH C 1972-1976

Hedinger, Urs; Scheier, Lydia.

Inst: Hochschule Aargau für Bildungswissenschaften, Vorbereitungsstufe, Entfelderstrasse 61, 5000 Aarau.

Fin: Erziehungsdirektion des Kantons Solothurn.

ability grouping; experimental school; interpersonal relations; pupil; social integration; teaching technique; questionnaire; social psychology; sociometry

groupement par aptitudes; école expérimentale; relations interpersonnelles; élève; intégration sociale; technique pédagogique; questionnaire; psychologie sociale; sociométrie

Die Untersuchung stellt einen Beitrag zur Evaluation des Schulversuchs von Dulliken dar. Sie ging aus von gewissen Vermutungen und Befürchtungen über mögliche negative Auswirkungen der neuen Formen der Unterrichtsorganisation an der Gesamtschule. Die allgemeinere Bedeutung liegt im Beitrag zur Analyse des Einflusses formeller Schulstrukturen auf die informellen sozialen Beziehungen in der Schülerschaft. Im besonderen richten sich die Fragestellung auf: – Auswirkungen des Wechsels zwischen verschiedenen Lerngruppen in der Gesamtschule (Kerngruppe, Niveaugruppen, Wahlfachgruppen) auf die Lerngruppen als ganzes – Auswirkungen der Wechsel auf die einzelnen Schüler – Vergleich von Lerngruppen der Gesamtschule und der traditionellen Schule hinsichtlich der informellen Beziehungsmuster und des Grades der Integration – Auswirkung der 'sozialen Koedukation' in der Gesamtschule auf die 'soziale Integration' (Interaktionen zwischen Herkunft, Schulleistung, informellem Status).

Die sozialen Beziehungen wurden mit Hilfe soziometrischer Methoden erfasst. Untersucht wurde ein Schülerjahrgang der Gemeinde Dulliken im Lägsschnitt (in Primarschule und Gesamtschule); zum Vergleich ein zweiter Schülerjahrgang einmalig.

Die Lerngruppen der Gesamtschule und der Primarschule (als Vertreterin des traditionellen Schultyps) unterschieden sich nicht wesentlich voneinander in den informellen Beziehungsmustern und im Grad der Integration. Die vorliegenden Unterschiede der formellen Schulstrukturen haben kaum Auswirkungen auf die informellen Beziehungen und Gruppierungen. In der Gesamtschule hat die Kerngruppe für die Schüler die gleiche Bedeutung als Bezugsgruppe wie die Jahrgangsklasse in der traditionellen Schule. Es gibt keine Hinweise, dass sich Primarschule und Gesamtschule im Grad der 'sozialen Integration' unterscheiden.

Publ: Hedinger, Urs; Scheier, Lydia. *Sympathiebeziehungen und Gruppenbildung unter Schülern – Vergleich einer Primarschule und einer Gesamtschule*. Aargauer Beiträge zur Bildungsforschung 1. Aarau: Sauerländer, 1976, pp. 98-114.

Hedinger, Urs; Scheier, Lydia. *Soziale Integration oder Entwurzelung? Ein Beitrag zur Sozialpsychologie der Schule. Soziometrische Untersuchungen zum Vergleich von Primarschule und Gesamtschule*. Aargauer Beiträge zur Bildungsforschung 2. Aarau: Sauerländer, 1976.

682 Selektion und Klassifikation von Schülern. Eine experimentelle Untersuchung zur mehrdimensionalen Erfassung der schulischen Eignung bei der Uebertrittsauslese. (Sélection et classification d'élèves. Une recherche expérimentale relative à l'identification pluridimensionnelle de l'aptitude scolaire lors de la sélection.)

CH C 1971-1974

Zöllner, Ulrike.

Sup: Widmer, Konrad.

Inst: Pädagogisches Institut, Ramistrasse 74, 8001 Zürich.

Universität Zürich.

Fin: Eigenfinanzierung.

aptitude; ability; achievement; entrance examination; selection; school system; social origin; experimental research; personality test

aptitude; capacité; rendement; examen d'entrée; sélection; système scolaire; origine sociale; recherche expérimentale; test de personnalité

Die Möglichkeit des Einsatzes eines Persönlichkeitsfragebogens bei der Uebertrittsauslese wird experimentell überprüft. Aufgrund einer theoretischen Diskussion der aus der Literatur bekannten Auslesekriterien und der für den

Saari, Hannu 569
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Zielinski, Johannes 603
Zöllner, Ulrike 682

Schulerfolg konstituierenden Leistungs- und Persönlichkeitsmerkmale wurde für die Uebertrittsauslese – die auch immer zugleich das Klassifikationsproblem, d.h. die adäquate Verteilung der Population auf die einzelnen Schultypen beinhaltet – folgende Testbatterie zusammengestellt und an einer Stichprobe von 93 Schülern der 6. Primarklasse empirisch überprüft: – Analytischer Intelligenztest = AIT (MEILI) – Aufmerksamkeits-und Belastungstest = D 2 (BRICKENKAMP) – Freiburger Persönlichkeitsinventar =FPI (FAHRENBERG und SELG) Die Testbatterie wurde nach qualitativen und quantitativen Gesichtspunkten ausgewertet Die so gewonnene Information wurde zu einer abschliessenden testologischen Beurteilung der individuellen Weiterbildungsmöglichkeiten verarbeitet, die sowohl der Selektion wie der Klassifikation diente, da die experimentelle Untersuchung an einem nicht vorselegierten Kollektiv durchgeführt wurde.

Dieser testologischen Auslese und Schultypenzuordnung wurde nun die herkömmliche Selektion und Schultypenzuordnung durch die Schulpraxis gegenübergestellt, wobei als schulische Information die folgenden Kriterien erhoben wurden: – Primarschul-Durchschnittsnote – ggf. Note der Ausleseprüfung – qualitative Primarlehrerbeurteilung – definitive Schultypenzuordnung nach der schulischen Selektion – sozio-ökonomischer Status der Eltern.

Es zeigt sich, dass die Primarlehrerbeurteilung in vergleichbarer Weise, wie es die Testbatterie tut, neben der Schulleistung auch Aspekte des Arbeitscharakters und der Persönlichkeit bei der Selektions- und Klassifikationsentscheidung berücksichtigt – Informationen, die die Auslese praktisch verbessern könnten, die aber bei der definitiven Schultypenzuordnung aufgrund von Schulprüfungen nicht mehr zum Tragen kommen. Als ganz wichtige Erfahrung hat sich bei unseren Untersuchungen die Möglichkeit herauskristallisiert, dass die Informationen der Tests in hervorragender Weise zu einer fundierten Schüler- und Elternberatung eingesetzt werden können – dies sowohl als kontinuierliche Schullaufbahnberatung wie als spezifische Bildungsberatung zum Zeitpunkt der Selektion. Wesentlicher als die Aspekte der Leistungs- und Entwicklungsbeurteilung ist jedoch die Tatsache, dass mit dem FPI dem Lehrer ein Instrument zur Verfügung steht, das die Möglichkeit zur frühen Erkennung von psychischen Störungen bietet und zwar in den Fällen, wo keine groben Verhaltensauffälligkeiten vorliegen.

Publ: Zöllner-Breusch, Ulrike. *Selektion und Klassifikation von Schülern – eine experimentelle Untersuchung zur mehrdimensionalen Erfassung der schulischen Eignung bei der Uebertrittsauslesse* (Abhandlung zur Erlangung der Doktorwürde der Philosophischen Fakultät der Universität Zürich) Juris Druck und Verlag Zürich, 1974, 170 S.

683 Social segregation i grundskolan. (Social segregation in the comprehensive school.)
SE O 1972-1978
Swedner, Harald; Andersson, Berit; Arnman, Goran; Jönsson, Ingrid.
Inst: Sociologiska Institutionen (Department of Sociology) Fack, S-220 05 Lund 5. University of Lund, Fack, S-220 01 Lund 1.
Fin: The National Board of Education.
segregation; socio-economic status; ethnic minority; primary school; secondary school
ségrégation; status socio-économique; minorité ethnique, école primaire; école secondaire

A pilot study, carried out in Malmö in 1968, revealed the existence of social segregation in schools and led to the present broader project. The aims are to identify social and ethnic segregation in the Swedish comprehensive school and to find ways of reducing the negative effects of such segregation.

The project involves a follow-up study of 5,000 pupils who started in the first grade in 1972. The follow-up is carried out in the municipalities of Stockholm, Botkyrka, Lidingö, Malmö, Linköping and Borås.

Methods: Historical material on the growth of the various municipalities; interviews with persons having knowledge of the history of the different municipalities; analysis of register data; interviews with teachers, school psychologists, social welfare workers in the schools, school nurses, pupils and their parents.

Results: The main results so far give a picture of the situation today, the effects on school segregation of migration, the socio-economic and demographic situation of the municipalities as a whole and of the catchment areas in these municipalities. A history of the various school systems is also given. Individual effects of segregation in school are pointed out.

Publ: Swedner, Harald & Arnman Göran: Social segregation i grundskolan. Information om skolforskning, 1973:6. Skoloverstyrelsen. Byrå L 3:1 Stockholm. 7 sid.
Andersson, Berit; Arnman, Göran; Jönsson, Ingrid & Swedner, Harald. Social segregation i grundskolan. Deskriptiv del. Preliminar version. Sociologiska Institutionen, Lund. Februari 1975. 251 sid. Tabell och kartbilaga. 40 sid.
Social segregation i grundskolan. Sammanfattning av ovannämnda rapport. 12 sid.

Andersson, Berit; Arnman, Göran; Jönsson, Ingrid & Swedner, Harald. Some Background Information about the Study of Social Segregation in the Swedish Comprehensive School. Department of Sociology, Univeristy of Lund. March 1976. 20 p.

684 Untersuchung der Uebertritte Primarschule/weiterführende Schulen. (Recherche sur le passage de l'école primaire aux différentes écoles secondaires.)
CH O 1972-1976
Haefeli, Hugo; Schraeder-Naef, Regula; Roth, Remo.
Inst: Pädagogische Abteilung der Erziehungsdirektion des Kantons Zürich, Haldenbachstrasse 44, 8006 Zürich.
aptitude test; entry to school; educational guidance; performance; primary school; secondary school; field research; questionnaire
test d'aptitude; entrée à l'école; orientation pédagogique, performance; école primaire; école secondaire; recherche sur le terrain; questionnaire

Die Kommission Schulfähigkeitstest wurde vom Erziehungsrat des Kantons Zürich beauftragt abzuklären, ob und wie sich die Ergebnisse eines Schulfähigkeitstests bei den Beratungen der Eltern durch die Lehrkräfte der 6. Klassen vor dem Uebertritt der Schüler an Oberstufe und Gymnasium sinnvoll verwenden lassen und ob sich eine derartige erweiterte Elternberatung bewährt.

Deshalb wurden folgende Zielsetzungen verfolgt: – Untersuchung der Möglichkeit, den Test als Entscheidungshilfe bei problematischen Schülern einzusetzen (z.B. bei sich ankündigenden Schulleistungen, bei uneinheitlichem Notenbild, bei Unsicherheiten in der Wahl der weiterführenden Schule). Aus dem Versuch soll hervorgehen, bei welchen Schwierigkeiten Testergebnisse die Orientierung erleichtern. –Untersuchung der Einwirkungen, die eine Verwendung von Testresultaten bei der Beratung von Schülern und Eltern auf die Wahl der weiterführenden Schulen hat.

– Es soll ermittelt werden, welches Gewicht der Bekanntgabe von Testergebnissen auf diesen Entscheidungsprozess bei Schülergruppen mit unterschiedlichen Schulleistungen und bei Kindern unterschiedlicher sozioökonomischer Herkunft zukommt. –Es soll festgehalten werden, welche Fragen Eltern und Lehrer an den Test herantragen und abgeklärt werden, welchen Anforderungen er genügt und wo er Antworten schuldig bleibt. – Bestimmung des Unterschiedes im Uebertrittsverhalten zwischen Schülergruppen, die sich der Testaufnahme unterziehen und solchen, bei denen der Test nicht durchgeführt wird.

Um die verschiedenen Einflussgrössen erfassen zu können, war eine umfangreiche Datensammlung erforderlich. Rund 2000 Lehrer, Schüler der 6. Primarklasse sowie deren Eltern wurden interviewt und schriftlich befragt. Zu den wichtigsten Inhalten gehören: – Stand der Entscheidung hinsichtlich der Schulwahl – Einfluss der Entscheidungsgrundlage auf die weitere Schullaufbahn – Uebertrittsprobleme – Zukunftspläne des Schülers – Einstellung der Eltern zur Schule, zur Ausbildung
– Leistungsfähigkeit des Schülers – Persönlichkeitsbeurteilung – Materielle, soziale und kulturelle Umwelt der Schüler – Kontakte zwischen Schule und Eltern – Testergebnisse.

Die Antworten auf die in der Zielsetzung zusammengestellten Fragen (Verwendungsmöglichkeiten und Nutzen der Tests als Beratungsinstrument) werden in einem Schlussbericht zusammengefasst.

Utvärdering av särskolans integration i grundskola. (Evaluation of the integration of the special school for mentally retarded pupils into the ordinary school.) ..... **see no. 478**

Luokattoman lukion tutkimusprojekti. (Research project on the evaluation of the non-graded senior secondary school.) ..... **see no. 503**

Untersuchung der intellektuellen Voraussetzungen für den Besuch der höheren Mittelschulen. (Recherche sur les conditions intellectuelles requises par les écoles secondaires supérieures.) ..... **see no. 649**

Weiterauswertung der Datensammlung des Projektes 'Schulfähigkeitstest'. (Poursuite de l'exploration des données rassemblées dans le cadre du projet 'Test d'aptitude scolaire'.) ..... **see no. 650**

19500 GRANT – ALLOCATION FINANCIERE – BEIHILFE

685 Schülerbeihilfen Aktion. (Pupil allowances programme.)
AT O 1971-
Czemetschka, Johann; Apflauer, Rudolf.
Inst: Österreichisches Schulrechenzentrum, Spengergasse 20, A-1050 Wien.
Fin: Bundesministerium für Unterricht und Kunst.
grant; educational policy; administration of education; statistical data; documentation; Austria
allocation financière; politique de l'éducation; administration de l'enseignement; données statistiques; documentation; Autriche

Under Austrian law pupils from grade 10 onwards may be granted allowances, if they fulfil certain requirements (learning achievement, social need). This project is meant to provide a statistical analysis of the granting of such allowances, and documentation on the implementation of this measure.

Publ: Apflauer, Hans & Czemetschka, Johann. *Schülerbeihilfe 1974/75 – eine Bilanz*, Heft 4. Wien: Bundesministerium für Unterricht und Kunst, 1976, p.40.

Schulbuchaktion. (Free text books.) ..... **see no. 696**

19700 EXAMINATION – EXAMEN. DIPLOME – PRUEFUNG. GRAD

686 Evaluation des systèmes de formation par unités capitalisables.
CH O 1974-
Chancerel, J.L.; Sipitanou, Athina.
Inst: Faculté des Lettres, Université de Neuchâtel 32 Clos-Brochet, 2000 Neuchâtel, Suisse.
vocational training; teaching objective; curriculum; transfer of learning; docimology; retraining; special education; evaluation; teacher education; further education of teachers; social psychology; teacher-pupil relation; action research
formation professionnelle; objectif pédagogique; programme d'études; transfert pédagogique; docimologie; recyclage; enseignement spécial; évaluation; formation des enseignants; perfectionnement des enseignants; psychologie sociale; relation maître-élève; recherche action

Les systèmes de formation par unités capitalisables, dont les programmes sont établis en termes d'objectifs comportementaux globaux, permettent une évaluation à tous les niveaux précisés dans leur définition: objectifs pédagogiques, acquisition de compétences, changements institutionnels, etc.

Sur deux premières expériences de formation en Suisse selon ce système, la recherche vise à créer les outils d'analyse d'après les résultats recueillis. Le contrôle par les formateurs et les enseignés porte sur deux plans: l'atteinte des objectifs pédagogiques et l'adaptabilité pratique du système. L'analyse porte sur les conditions structurelles du processus d'éducation, le curriculum (contenu et objectifs), les méthodes d'enseignement et d'apprentissage, la sélection et l'évaluation des enseignants et enseignés, l'interaction sociale et les caractéristiques individuelles déterminantes.

Recherche – action.

Bilan des connaissances en mathématique après quatre années d'étude. see no. 560

Mesure du résultat de l'enseignement de la mathématique à l'école primaire. see no. 570

Untersuchung zur Beurteilung von Schülerarbeiten. Teil 2: Aufsatzbeurteilung. (Study on the assessment of pupils' work. Part II: the assessment of essays.) see no. 609

Schulerfolg und Schulleistung in Vorarlberg und Wien. (Academic success and academic achievement in Vorarlberg and Vienna.) see no. 648

20000 PERSONNEL – PERSONNEL – PERSONAL

20100 PERSONNEL. ADMINISTRATIVE PERSONNEL – PERSONNEL. PERSONNEL ADMINISTRATIF – PERSONAL. VERWALTUNGSPERSONAL

Grundlagen zur organisatorischen Gestaltung von Schulen und Schulsystemen. (Fondements de l'organisation des structures scolaires.) see no. 487

Modifikation von Verhaltenstrainingsmodellen aus dem Bereich des Managementtrainings für berufsbildende Schulen. (The modification of behaviour training models, used in management training, for use in secondary technical and commercial schools.) see no. 583

Lehrerfortbildung II. (Further training of teachers II.) see no. 625

20200 TEACHING PERSONNEL – CORPS ENSEIGNANT – LEHRKOERPER

687 Ausserschulisches Engagement der Oberösterreichischen Pflichtschullehrer. (Extramural activities of compulsory school teachers in Upper Austria.)
AT O 1976-1977
Sturm, Johann; Maurer, Herbert.
Inst: Pädagogisches Institut des Bundes für Oberösterreich; Statistisches Amt der Oberösterreichischen Landesregierung, Rainerstrasse 11, A-4020 Linz; Klosterstrasse 7, A-4020 Linz.
teacher; teacher status; socio-cultural activities; political behaviour; community; local community
enseignant; statut de l'enseignant; activités socio-culturelles; comportement politique; collectivité; collectivité locale

In Austria there are traditional forms of social activities of teachers, e.g. participation in the church choir, or playing the organ. This project will try to find out, if and to what extent such activities have decreased and whether any new forms have developed. There will be a differentiation by age, domicile and/or mobility of the individual teachers.

All teachers at compulsory schools in Upper Austria are covered by this survey which is carried out by means of questionnaires.

688 An investigation of different methods of support for probationer teachers enjoying day release.
GB O 1975-1976
Eggleston, James F.; Bradley, Howard William.
Inst: Nottingham University, School of Education, University Park, Nottingham, NG7 2RD.
probationary teacher; occupational satisfaction; day release; primary school; test; teaching profession; teacher education
enseignant stagiaire; satisfaction professionnelle; jour de congé d'étude; école primaire; test; profession d'enseignant; formation des enseignants

Aims: To investigate the effects of day release on teacher's professional workload and on their job adjustment and satisfaction. To investigate whether a formal support system is more beneficial than informal arrangements in the induction of teachers in their first year.

Sample: Seven groups of probationers were involved in three local education authorities (LEA). Four were involved in day release with different forms of support or no support. Three were control groups. N=97, all probationers in primary schools.

Methods: Diaries were kept and reports and tests controlled and administered. Three separate week-long diaries asking for details of work done in 22 categories. Three tests of job adjustment. Reports for schools and LEAs.

Modeller för lärarfortbildning. (Models for in-service education and training of teachers.) see no. 590

Investigacion sobre textos escolares de educacion general basica. (Textbooks for primary education.) see no. 595

El rol del profesor universitario. (The role of the university teacher.) see no. 612

Gymnasiallehrerausbildung zwischen Tradition und Innovation. Bedingungen, Inhalte und Tendenzen der Referendarausbildung aus der Sicht von Seminardozenten. (The training of teachers for upper secondary education (Gymnasium) between tradition and innovation: conditions, contents and tendencies in respect of induction training as seen by teacher trainers.) see no. 620

Lehrerfortbildung II. (Further training of teachers II.) see no. 625

La actitud de los profesores-tutores ante la didactica de la U.N.E.D. en 1975. (Tutors' attitude towards the Distance Study University didactics in 1975.) see no. 658

20300 GUIDANCE OFFICER – ORIENTEUR – BERATUNGSLEHRER

Elevassistent-och informationsverksamhet för invandrare på AMU-center. Projekt inom FAMU. (Assistant and information activity concerning immigrants at labour market training centres. FAMU project (Research on labour market training project).) see no. 515

Studie- och yrkesorientering inom vuxenutbildningen. (Educational and vocational guidance in adult education.) see no. 670

20400 SCIENTIFIC PERSONNEL. CLERICAL PERSONNEL. HEALTH SERVICE PERSONNEL – PERSONNEL SCIENTIFIQUE. PERSONNEL DE BUREAU. PERSONNEL MEDICAL – WISSENSCHAFTLICHES PERSONAL. BUEROPERSONAL. GESUNDHEITSDIENSTPERSONAL

689 Problems of communication facing overseas nurses in training in England and Wales.
GB O 1973-1977
Edwards, Pauletts J.
Sup: Pattison, Bruce.
Inst: Institute of Education, Malet Street, London W.C.1.
Fin: Department of Health and Social Security.
foreign student; foreign language; trainee; observation; medicine; nurse
étudiant étranger; langue étrangère; stagiaire; observation; médecine; infirmière

More than 17,000 nurse trainees have a potential or actual communication problem. There is an urgent need for learning programmes to assist them, but no research data is yet available on which to base such programmes. Aims of this research are to establish whether and to what degree the problem is affected by educational, socio-cultural, political, psychological and linguistic factors.

The investigation is three pronged:- assessment of the problem by Principal Nursing Officers, (Education), which will be compared with nurse-learners assessment. Both of these will be compared with what actually occurs in the schools of nursing and on the hospital ward. For fully representative data, student and pupil nurses from three overseas groups in three types of training are covered by the project. Schools of nursing 30. (General, Psychiatric, Mental sub-normality). Overseas groups:- Mauritians (46). East/West Africans (23). S.E.Asians (150) N=219. Pupil-nurses 55. Student nurses 164. Control group 39.

Methods: Structured interviews of Principal Nursing Officers (Education); Student/pupil questionnaires; Participant observation, taped interaction in schools of nursing and hospital wards.

21000 BUILDING – BATIMENT – GEBAEUDE

21200 CLASSROOM. LABORATORY. LIBRARY – SALLE DE CLASSE. LABORATOIRE. BIBLIOTHEQUE – KLASSENZIMMER. LABOR. BIBLIOTHEK

690 Åpen skole – blinkskudd eller bomskudd? (Open school – a success or a failure?)
NO C 1972-1974
Funderud, Kari.
Inst: Skolesjefen i Oslo. Avdeling for forsøks- og utviklingsarbeid (Superintendent of Schools in Oslo. Department of Educational Research and Innovation) Normannsgt. 57 B, N-Oslo 6.
Fin: Municipality of Oslo.
experimental school; mobile classroom; teaching practice; teaching method; attitude; teacher behaviour; achievement; interview
école expérimentale; classe mobile; pratique pédagogique; méthode pédagogique; attitude; comportement de l'enseignant; rendement; entretien

Background and aims: (1) The desire has been expressed by politicians and school administrators to get information about the functioning of open schools in Oslo. (2) The aim was to highlight teaching methods applied in open schools, teachers' experiences derived from work in such schools, the degree and kind of co-operation between teachers and pupils and the teachers' evaluation of the standing and capacity for work of pupils in open schools compared with those in traditional schools.

Sample and methods: A total of 81 teachers from all open schools in Oslo in 1974. Individual interviews with a combined structured and unstructured interview schedule.

Results: Teachers were about equally satisfied with open as with traditional schools.

Publ: Funderud, Kari. *Åpen skole – blinkskudd eller bomskudd?* Oslo: Aschehoug, 1975. 226 p. ISBN 82-03-08331-5.

691 Schule und Museum. (School and museum.)
AT O 1975-1977
Sturm, Johannes.
Inst: Pädagogisches Institut des Bundes für Oberösterreich, Rainerstrasse 11, A-4020 Linz.
museum; teaching method; teaching model; teaching aids; realia; group learning
musée; méthode pédagogique; modèle didactique; moyens d'enseignement; objets de démonstration; pédagogie de groupe

This project is expected to cast new light on the educational function of museums by integrating them systematically into school instruction. Instructional material is being developed for this purpose and evaluated during group instruction. A parallel study will show the differences as compared with the traditional type of classroom instruction.

Situation des Tiroler Büchereiwesens. (Libraries in the Tyrol.) see no. 532

23000 PUBLIC ADMINISTRATION. PLANNING – ADMINISTRATION PUBLIQUE. PLANIFICATION – OEFFENTLICHE VERWALTUNG. PLANUNG

23100 PLANNING. POWER – PLANIFICATION. POUVOIR – PLANUNG. MACHT

Définition d'objectifs de formation et de programme pédagogique correspondant dans le cadre géographique du Béarn et des pays de Soule. ..... see no. 586

Infrastruktur für eine lokale und regionale Lehrerfortbildung und Curriculumentwicklung. (Infrastructure pour le perfectionnement local et régional des enseignants et développment d'un curriculum.) ..... see no. 621

23200 GOVERNMENT. LEGISLATION – GOUVERNEMENT. LEGISLATION – REGIERUNG. GESETZGEBUNG

Analyse und Adaptierung wertanalytischer Instrumente für Bildungsinstitutionen. Organisations- und planungswissenschaftliche Beitraege zur Erfassung und Gestaltung von internen Verwaltungsstrukturen und -verfahren in Schulen. (Analysis and adaptation of instruments for evaluating internal administrative structures and procedures in schools.) ..... see no. 675

23300 ADMINISTRATION OF EDUCATION – ADMINISTRATION DE L'ENSEIGNEMENT – BILDUNGSVERWALTUNG

692 Der Erfolg wissenschaftlicher Politikberatung auf dem Gebiet des Bildungswesens. Dargestellt am Beispiel des Deutschen Ausschusses fuer das Erziehungs- und Bildungswesen. (Success of political counselling by academic experts as regards the education system exemplified by the 'Deutscher Ausschuss fuer das Erziehungs- und Bildungswesen'.)
DE C 1974-1976
Kleemann, Ulla.
Inst: Universitaet Giessen FB 03, BE Soziologie II, 63 Giessen, Ludwigstr. 28.
educational policy; planning; reform of education; government policy; educational provision
politique de l'éducation; planification; réforme de l'enseignement; politique gouvernementale; scolarisation

Überprüfung der Frage, inwieweit die Reformvorstellungen des Deutschen Ausschusses hinsichtlich des allgemeinbildenden Schulwesens von der Kultusministerkonferenz der Länder berücksichtigt bzw. übernommen wurden und Versuch, das Ergebnis zu erklären aus der bildungspolitischen Struktur der Bundesrepublik Deutschland.

Gegenüberstellung der Empfehlungen des Deutschen Ausschusses und der Vereinbarungen und Beschlüsse der Kultusministerkonferenz der Länder. Erklärung des Ergebnisses aus den Akten des Bundesministeriums des Innern und der Kultusministerkonferenz der Länder. Dokumentenanalyse (qualitativ).

693 El problema de la masificacion en la universidad espanola; con especial referencia a la Universidad Complutense de Madrid. (Overenrolment in Spanish universities with special reference to the Complutense University of Madrid.)
ES C 1975-1976
Martinez Eazaro, Ubaldo; Fuente, Carmen; Juarez, Maria Paz; Vazquez, Matilde.
Inst: Instituto Nacional de Ciencias de la Educacion (National Institute of Educational Sciences), Ciudad Universitaria, Madrid-3.
Fin: Instituto Nacional de Ciencias de la Educacion.
demand for education; higher education; administration of education; financial resources; dropout; population trends; supply of teachers; Spain
demande d'éducation; enseignement supérieur; administration de l'enseignement; ressources financières; abandon d'études; tendences démographiques; offre d'enseignants; Espagne

The aim of the study is to discover whether the real problem facing the Spanish University is that of overenrolment and to analyse the causes of imbalance between educational supply and demand at university level.

Time series were elaborated for the 1964-74 decade with reference to: student enrolment, number of teachers according to category, physical resources, capital, enrolment ratios, dropout rates, repetition and average length of stay at the University. A demographic accounting system for the Complutense University was constructed to which was applied a demographic model of 'zero migration'. A stratified and proportional survey was applied to the Complutense University students from geographical areas not included in the Madrid University district.

Overenrolment does not exist, but rather a scarcity of physical and human resources due to a lack of planning, deficiencies in financing and excessive difficulties in being admitted for a teaching position.

694 Jugendliche Laufbahnziele als Orientierungswerte der Bildungsplanung. (Career objectives of adolescents as orientation data in educational planning.)
AT C 1974-1975
Wieser, Ilsedore.
Inst: Institut für Erziehungswissenschaft, Innrain 30/II, A-6020 Innsbruck, Universitat Innsbruck, Innsbruck.
educational policy; planning of education; educational need; demand for education; occupational choice; ethnic origin
politique de l'éducation; planification de l'éducation; besoin d'éducation; demande d'éducation; choix d'une profession; origine ethnique

The demand among adolescents for education and training is an important parameter for a realistically oriented educational policy and for educational planning. It was the purpose of this project to find out, if and to what extent differences in the educational and occupational objectives of 14-year olds in South Tyrol were due to ethnic reasons.

Two studies were carried out for this purpose: an overall study of the 6,650 pupils born in the year 1959 (4,746 with German, 1,694 with Italian, and 210 with Ladin as their mother tongue) and a representative study among 1,580 pupils born in the same year, in 58 schools. 1,045 teachers at these schools were also covered by this project.

The educational aspirations of 30% of the adolescents in South Tyrol show a tendency towards higher school careers. This is in sharp contrast to the current occupational structure of the population. This tendency is even stronger among adolescents with Italian as their mother tongue than among those with German or Ladin. 58% of the adolescents prefer the service sector, only 4% the sector of agriculture and forestry, where 21% of the labour force are working at present. It appears necessary to take measures to eliminate, as far as possible, those differences in educational and occupational objectives which have ethnic reasons.

Publ: Wieser, Ilsedore. *Jugendliche Laufbahnziele als Orientierungswerte der Bildungsplanung* Bozen: Eigenverlag der Südtiroler Landesregierung, 1975, p.97, Schriftenreihe des Assessorates für Öffentlichen Unterricht und Kultur, Reihe B Forschungsberichte, Heft 6, 1975.

695 Lehrerverhalten bei der Schulinspektion. (The behaviour of teachers during school inspections.)
AT O 1974-1976
Steidl, Josef; Bauer, Günther; Schütz, Friedrich; Struber, Helga.
Inst: Pädagogisch-Psychologischer Dienst des Landesschulrates Salzburg, A-5020 Salzburg, Pfeiffergasse 4.
inspectorate; inspector; teacher; teacher behaviour; nervousness; teaching practice; guidance
inspectorat; inspecteur; enseignant; comportement de l'enseignant; nervosité; pratique pédagogique; orientation

This study is based on considerations concerning the unusual behaviour of teachers during school inspections. Connections between the personality of the individual teacher and the role image of the inspector are to be analysed.

1,200 teachers at compulsory schools were selected for a first investigation (at random); a second investigation was carried out in Lower Austria and the South Tyrol (quota sample).

Mailed questionnaires were used for this purpose, and the teachers were given an opportunity to describe and evaluate themselves and their own behaviour. The results were subjected to a linear evaluation.

Preliminary results show that the behaviour of teachers during inspection is often characterised by increased nervousness (and its side effects), this being mainly due to a lack of self-esteem and to uncertainty with regard to the teaching method used. This behaviour can be reduced if the inspector is tactful, engages in subject-oriented discussions and offers assistance. The role image of the inspector would thus come close to that of an expert adviser.

696 Schulbuchaktion. (Free text books.)
AT O 1973-
Czemetschka, Johann; Bacher, Armin.
Inst: Österreichisches Schulrechenzentrum, Spengergasse 20, A-1050 Wien.
Fin: Bundesministerium für Unterricht und Kunst, Bundesministerium für Finanzen, Verlage.
educational policy; administration of education; textbook; grant
politique de l'éducation; administration de l'enseignement; manuel d'enseignement; allocation financière

In Austria pupils are given all books needed for instruction free of charge. This project intends to compile all relevant data (lists of textbooks, forms of demand, supplements) and to document the implementation of the free textbook programme.

697 Schulinformationssystem. (School information system.)
AT O 1975-
Berger, Alfred; Czemetschka, Johann.
Inst: Österreichisches Schulrechenzentrum, Spengergasse 20, A-1050 Wien.
Fin: Bundesministerium fü Unterricht und Kunst.
educational policy; planning of education, personnel management; information need; information system; demand for teachers; supply of teachers; data collection
politique de l'éducation; planification de l'éducation; gestion du personnel; besoin d'information; système d'information; besoin d'enseignants; offre d'enseignants; rassemblement des données

For their decisions in the fields of educational planning or personnel educational planning authorities need sufficient information. The data bank on teachers (teachers' file) is an important item, which serves in particular to provide information on the regional distribution of teachers. The bank contains personal data, data on the academic career, special qualifications, employment and official status of all teachers at primary and secondary schools and at colleges for the training of teachers.

The project makes use of EDP, since these data must be available at short notice and must always be kept up to date.

698 Schulleistungen in Südtirol (Italien): Determinante nationaler Entwicklungschancen. (Academic achievement in South Tyrol (Italy): factors determining ethnic development opportunities.)
AT C 1972-1975
Köckeis-Stangl, Eva.
Inst: Arbeitsgruppe Sozialisationsforschung am Institut für Psychologie der Universitat Innsbruck, Müllerstrasse 23/4, A-6020 Innsbruck, Universitat Innsbruck, Innsbruck.
Fin: Assessorat für Öffentlichen Unterricht und Kultur der Südtiroler Landesregierung.
educational policy; planning of education; social origin; ethnic origin; achievement; success; failure; repeating
politique de l'éducation; planification de l'éducation; origine sociale; origine ethnique; rendement; réussite; échec; redoublement

The background of this project was the assumption based on experience that in South Tyrol pupils with German or Ladin as their mother tongue in general leave school earlier than pupils with Italian as their mother tongue. This provided new approaches to educational planning. It was the purpose of this project to contribute to the development of a differentiated school system model by using the studies

carried out by Calligari (1973) and the Office of Economic Planning (Amt für Wirtschaftsprogrammierung) (1973) as well as analyses of individual school careers. The study covered 926 pupils with German, 188 with Ladin, and 349 with Italian as their mother tongues, all of them born in 1959, and attending selected schools in South Tyrol (quota sample).

Analyses of the statistical data of the representative study and of the overall survey in the school year 1972/73 were carried out, i.e. analyses of marks, tests in mathematics, achievement tests in the mother tongue, intelligence tests.

The evaluation showed that repetition of grades is not characteristic of specific grades, and that repeaters mainly fail in more than one subject. Instruction in the second language is, however, not the main cause of failure but rather the pupils' origin from lower social strata. No relationship with the degree of urbanisation of the pupils' home towns or villages was observed.

Publ: Köckeis-Stangl, Eva. Schulleistungen in Südtirol:Determinante Nationaler Entwicklungschancen, Sprachgruppen-und Sozialschichtendifferenzen in den Leistungen der Pflichtschüler. Innsbruck, Arbeitsgruppe Sozialisationsforschung am Institut für Psychologie der Universität Innsbruck, 1972, p.72, In: *Sozialisation und Bildung, Band 7*

Köckeis-Stangl, Eva. Schulleistungen in Südtirol:Determinante Nationaler Entwicklungschancen, Sprachgruppen-und Sozialschichtendifferenzen in den Leistungen der Pflichtschüler. Bozen, Assessorat für Öffentlichen Unterricht und Kultur der Südtiroler Landesregierung, 1976, p.72, In: *Schriftenreihe des Assessorates für Öffentlichen Unterricht und Kultur*, Reihe B, Heft 9.

699 Strukturplan fuer den Aufbau des oeffentlichen Weiterbildungssystems in der Bundesrepublik Deutschland. (Development plan for the public system of further education in the Federal Republic of Germany.)

DE C 1973-1975

Schulenberg, Wolfgang; Dikau, Joachim; Weinberg, Johannes; Raapke, Hans-Dietrich; Wiebecke, Ferdinand; Strzelewicz, Willy.

Inst: Universitaet Oldenburg, Fachgebiet Soziologie FB III, 29 Oldenburg, Ammerlaender Heerstr. 67-99.

adult education; regional planning; development policy; life-long education

éducation des adultes; planification régionale; politique de développement; éducation permanente

Analyse der sozialen, regionalen und curricularen Defizite in der Versorgung der Bevölkerung mit Weiterbildungsmöglichkeiten.

Entwicklung von Weiterbildungs-Indikatoren.

Darstellung eines Stufenplans zum Aufbau eines öffentlichen Weiterbildungssystems.

Publ: *Arbeitskreis Strukturplan Weiterbildung:Strukturplan fuer den Aufbau des oeffentlichen Weiterbildungssystems in der Bundesrepublik Deutschland.* Koeln:Verlag W.Kohlhammer, 1975.

Kartlegging av organisasjonsmessige, pedagogiske og sosiale problemer i forbindelse med videregående opplæring av funksjonshemmede. (A survey of organizational, educational and social problems connected with secondary schooling for the handicapped.) ..... see no. 473

Analyse comparative des processus de changement et des mouvements de réforme de l'enseignement supérieur français. ..... see no. 497

La formacion profesional en el distrito Universitario de Extremadura. (Vocational training in the Extremadura University district.) ..... see no. 520

Curriculum-Entwicklung in der Bundesrepublik Deutschland. (Curriculum development in the Federal Republic of Germany.) ..... see no. 542

Peruskoulun ja keskiasteen koulujen englannin ja ruotsin kielen oppimistulosten arviointi. (Evaluation of school achievement in English and Swedish in the comprehensive school and in secondary schools.) ..... see no. 545

Elaboration du plan de rénovation de l'enseignement du français à l'école élémentaire. ..... see no. 552

Laboratoire de recherche sur l'enseignement des sciences physiques et de la technologie. ..... see no. 567

Erwartungen der Tiroler Bauern an das Ländliche Fortbildungsinstitut (LFI) Tirol. (Expectations of farmers in the Tyrol with respect to the LFI (Institute for continuing education in the rural areas).) ..... see no. 582

Lærerutdanning og læreryrke. (Teacher training and the teaching profession.) ..... see no. 624

Schülerbeihilfen Aktion. (Pupil allowances programme.) ..... see no. 685

Incidence sur l'évolution de la demande sociale en éducation des modalités de financement d'un système éducatif: l'exemple français de formation continue. ..... see no. 701

Analyse der Struktur und sozialisationsrelevanten Umwelt ausgewählter Gemeinden. (Analyse de la structure et du milieu socialisant dans des communes choisies.) ..... see no. 704

Befragung von Lehrern, Eltern und Schulern an Gesamtschulen im Kreis Wetzlar, Herbst 1974. (Opinion poll of teachers, parents and pupils of comprehensive schools in the area of Wetzlar, autumn 1974.) ..... see no. 724

Kommentierte Bibliographie zum Bildungswesen ausgewaehlter Industriestaaten (England, Frankreich, Italien, Schweden, USA, UdSSR) und vergleichende Analysen zum Bildungswesen in England, Frankreich Italien, Schweden und USA. (Annotated bibliography on the education systems of selected industrial countries (France, Italy, Sweden, United Kingdom, United States of America, USSR) and comparative analysis of education in France, Italy, Sweden, United Kingdom, and United States of America.) ..... see no. 728

23400 CULTURAL POLICY. SOCIAL POLICY – POLITIQUE CULTURELLE. POLITIQUE SOCIALE – KULTURPOLITIK. SOZIALPOLITIK

En undersøkelse av forholdet mellom innvandrerbarns sosiale-og utdanningsmessige situasjon. (A study of the relationship between the social and educational situation of immigrant children.) ..... see no. 480

Strukturplan fuer den Aufbau des oeffentlichen Weiterbildungssystems in der Bundesrepublik Deutschland. (Development plan for the public system of further education in the Federal Republic of Germany.) ..... see no. 699

24000 ECONOMICS OF EDUCATION – ECONOMIE DE L'EDUCATION – BILDUNGSOEKONOMIE

24100 ECONOMICS OF EDUCATION – ECONOMIE DE L'EDUCATION – BILDUNGSOEKONOMIE

700 Utbildningssektorns expansion i Sverige under 1900-talet. (The growth of the educational sector in Sweden during the 20th century.)

SE O 1974-1978

Jörberg, Lennart; Ohlsson, Rolf.

Inst: Ekonomisk-historiska institutionen (Department of Economic History) Finngatan 16, S-223 62 Lund.

University of Lund, Lund.

Fin: The Office of the Chancellor of the Swedish Universities.

higher education; economics of education; Sweden

enseignement supérieur; économie de l'éducation; Suède

The aim of the project is to analyze and to describe the growth of the educational sector, particularly growth of higher education, in Sweden during the 20th century on the basis of hypotheses formulated in international research on the economics of education (education as investment in human capital, education as a filter, etc.).

The methods used comprise analyses of official statistical material.

Der doppelte Flaschenhals: Die deutsche Hochschule zwischen numerus clausus und Akademikerarbeitslosigkeit. (The double bottleneck: universities and colleges in the Federal Republic of Germany caught between numerus clausus and graduate unemployment.) ..... see no. 499

24200 ECONOMIC CONDITIONS – CONDITIONS ECONOMIQUES – WIRTSCHAFTSBEDINGUNGEN

Soziale Indikatoren zum Bereich 'Hochschulstudium und Berufs-und Einkommenserwartung' (Pilot-Studie). (Studies in higher education and professional income expectations: social indicators concerning the relationship between higher education and job/income expectancies.) ..... see no. 615

Strukturen der sozialen Ungleichheit. Grundlagen für eine Analyse der sozialen Schichtung in Österreich. (Structures of social inequality. Basic material for an analysis of the social stratification in Austria.) ..... see no. 711

24300 COST. FINANCING – COUT. FINANCEMENT – KOSTEN. FINANZIERUNG

701 Incidence sur l'évolution de la demande sociale en éducation des modalités de financement d'un système éducatif: l'exemple français de formation continue.

FR O 1974-1977

Vinokur, Annie.

Inst: Groupe de Recherches sur l'Economie de l'Education (G.R.E.E.), Université de Nancy II. 23, Boulevard Albert 1er, 54000 Nancy.

Fin: Action Thématique Programmée – Centre National de la Recherche Scientifique.

resource allocation; demand for education; educational policy; life-long education; employee; employer; attitude change

affectation des ressources; demande d'éducation; politique de l'éducation; éducation permanente; salarié; employeur; changement d'attitude

Incidence des modalités de financement sur la demande de formation professionnelle continue dans les secteurs secondaire et tertiaire.

Analyse de la demande de formation des directeurs d'entreprises sur trois marchés locaux du travail. Comportement des salariés et rôle des demandeurs intermédiaires.

Etude des transformations de l'appareil de formation. Ses répercussions sur l'expression et la satisfaction de la demande.

702 Kartlegging og analyse av kostnadsstrukturen i den norske grunnskolen. (Presentation and analysis of the cost structure of Norwegian primary schools.)

NO O 1975-1976

Jensen, Bjarne.

Inst: Agder Distriktshøgskole, Avdeling for økonomiske fag (Institute of Economics, Agder Regional College) Boks 607 N-4601 Kristiansand.

Agder Regional College, Boks 607, N-4601 Kristiansand.

Fin: The Ministry of Church and Education; Agder Regional College.

primary school; Norway; economics of education; economic factor; local finance; cost of education; resource allocation; survey

école primaire; Norvège; économie de l'éducation; facteur économique; finances locales; coût de l'éducation; affectation des ressources; enquête

Aims: (1) To present an analysis of the distribution of costs for primary school education in Norway. What sort of resources are used (personnel, teaching aids, etc.)? Past developments. Differences between various groups of municipalities. (2) To find which factors influence the use of resources and analyse how these factors influence the costs.

Sample and methods: The analysis is carried out by classifying the municipalities into groups on the basis of the importance of those factors which

are thought to influence the cost structure and to compare the cost structure of the different groups. The data are collected by questionnaires sent to all Norwegian municipalities and from public statistics.

El problema de la masificacion en la universidad espanola; con especial referencia a la Universidad Complutense de Madrid. (Overenrolment in Spanish universities with special reference to the Complutense University of Madrid.) see no. 693

25000 SOCIOLOGY OF EDUCATION – SOCIOLOGIE DE L'EDUCATION – BILDUNGSSOZIOLOGIE

25100 SOCIAL SYSTEM – SYSTEME SOCIAL – SOZIALSYSTEM

703 Acquisition du français, langue maternelle. Apparition et fonctionnement du système syntaxique. Essais d'études comparatives suivant l'origine socio-culturelle des enfants.
FR O 1975-
Lentin, Laurence.
Sup: Stambak, Mira (Responsable du Centre de Recherche de l'Education Spécialisée et de l'Adaptation Scolaire (CRESAS)); Perrot, Jean (Professeur de linguistique à l'Université de Paris III).
Inst: Centre de Recherche de l'Education Spécialisee et de l'Adaptation Scolaire (CRESAS), 75, rue Claude-Bernard, 75005 Paris.
Institut National de Recherche et de Documentation Pédagogiques (I.N.R.D.P.), 29, rue d'Ulm, 75005 Paris.
Fin: I.N.R.D.P.
sociolinguistics; language development; syntax; mother tongue; pre-school child; verbal interaction; parent-child relation
sociolinguistique; développement du langage; syntaxe; langue maternelle; enfant d'âge pré-scolaire; interaction verbale; relation parents-enfant

Origine et buts: Le problème posé au depart était celui du rôle joué par la maitrise du langage dans l'échec scolaire dès l'apprentissage de la langue écrite entre 6 et 7 ans. Le but de la recherche a été d'observer et si possible de décrire un apprendre à parler et un savoir parler.

Plan de recherche: Mise au point des procédés de recueil de données verbales les plus 'naturelles' possible, échappant à des situations standardisées.

Hypothèses: 1. L'enfant 'sait parler' lorsqu'il maitrise un fonctionnement syntaxique lui permettant de choisir en toute situation le langage approprié pour structurer et transmettre sa pensée. 2. Le fonctionnement autonome du système syntaxique ne peut apparaitre que si l'enfant a été approvisionné dès la naissance par l'adulte en matériaux langagiers appropriées, au moyen d'une experience verbale abondante et tres diversifiee. 3. L'interaction adulte-enfant au cours de l'apprentissage du langage est déterminante.

Echantillon et methodes: Des études diachroniques ont été effectuées sur un échantillon d'enfants d'âge préscolaire appartenant à des milieux varies et portant sur 100.000 énoncés. La structuration syntaxique (longueur des énoncés, complexité de la phrase) a été retenue comme caractérisant le langage de l'enfant.

Premiers résultats: 1. La notion de 'stades' successifs semble laisser la place à une individualisation de l'acquisition du langage. 2. Si l'action de son entourage est efficace, l'enfant accedera a un savoir parler qui lui permettra d'acquerir n'importe quel dialecte et n'importe quel registre de sa langue maternelle.

Publ: Lentin, Laurence. Recherche sur l'acquisition des structures syntaxiques chez l'enfant entre 3 et 7 ans: une methode, premiers resultats. In: *Etudes de linguistique appliquee*, 1971/4 pp. 7-52.
Lentin, Laurence. *Apprendre a parler a l'enfant de moins de 6 ans*. Paris: E.S.F., 1972, 200 p.
Lentin, Laurence. Interaction adultes-enfants au cours de l'acquisition du langage. Etude du langage de deux enfants de milieux socio-culturels differents et de celui de leurs parents. In: *Etudes de linguistique appliquée, 1973/9, pp. 9-50.*
Lentin, Laurence. Cofment apprendre à parler à l'enfant! Aperçu d'une expérience en cours. Paris: E.S.F., 162 p.
Lentin, Laurence. Apparition de la syntaxe chez l'enfant. In: *Langue française*, 1975/27, pp. 1-126.

704 Analyse der Struktur und sozialisationsrelevanten Umwelt ausgewählter Gemeinden. (Analyse de la structure et du milieu socialisant dans des communes choisies.)
CH O 1974-1976
Ries, Heinz; Ley, Katharina.
Inst: Hochschule Aargau für Bildungswissenschaften, Vorbereitungsstufe, Entfelderstrasse 61, 5000 Aarau.
Fin: Eigenfinanzierung, Schweizerischer Nationalfonds zur Förderung der wissenschaftlichen Forschung.
access to education; educational opportunity; local community; parental attitude; public education; planning of education; rural area; field research; interview; sociology
acces à l'éducation; chances d'éducation; collectivite locale; attitude des parents; enseignement public; planification de l'éducation; zone rurale; recherche sur le terrain; entretien; sociologie

Ziel der Arbeit ist es, die grosse Bedeutung der strukturellen Unterschiede verschiedener geographischer Gebiete inbezug auf Chancengleichheit im Bildungswesen aufzuzeigen. Im Zentrum der Arbeit steht die sogenannte geopolitische Chancenungleichheit, d.h. Ungleichheit der Bildungschancen in Abhängigkeit der strukturellen und politischen Situation des Wohn- und Schulortes.

Von 23 Gemeinden des Kantons Aargau (=10%) wurde eine Strukturanalyse (strukturelle, ökonomische, politische und andere Variablen) erstellt, und mit Hilfe einer Faktorenanalyse die Relevanz der Stadt-Land-Dimension hinsichtlich der geopolitischen Problematik betont. Zur Untersuchung der Bildungsmotivationen und -aspirationen resp. des Bezugsrahmens der Eltern werden in 4-5 Gemeinden Interviews mit 60-100 Eltern von Vorschulkindern durchgeführt.

Die Strukturanalyse hat ergeben, dass mit einer gewissen Berechtigung von geopolitischer Chancenungleichheit im Bildungswesen gesprochen werden darf. Sie äussert sich in einer strukturellen Bestimmtheit (u.a. mangelnde Finanzen) von möglichen Neuerungen wie Kindergärten und ungleichen Zugangsmöglichkeiten zu Bildungsmöglichkeiten (geographische Distanz etc.). In einer weiteren Untersuchung wird sich zeigen, wie sich diese geopolitische Chancenungleichheit im Bewusstsein der Betroffenen abbildet.

705 Antizipatorische Sozialisation–Vertikale Mobilitaet und Probleme der Statusinkonsistenz. Eine empirische Untersuchung der institutionalisierten Erwachsenenbildung am Beispiel des zweiten Bildungsweges fuer ehemalige Berufstaetige. (Anticipatory socialisation–vertical mobility and problems of status inconsistency: an empirical research into institutionalised adult education exemplified by the 'second chance education' of people no longer in gainful employment.)
DE C 1973-1975
Hoerning, Erika M.
Inst: Max-Planck-Institut fuer Bildungsforschung, 1 Berlin 33, Lentzeallee 94.
adult education; adult; occupational mobility; social mobility; socialization
éducation des adultes; adulte; mobilité professionnelle; mobilité sociale; socialisation

Ziel: Zur Klärung der Probleme der antizipatorischen Sozialisation und der Prozesse der Statuspassagen bei Erwachsenen beizutragen.

Methoden: Voruntersuchung mit unstrukturierten Interviews, biografie-zeitlich orientierten Interviews und problem-orientierten Interviews (Westberlin). Fragebogen, der daraus entwickelt wurde für Sozialdaten. Intensivinterviews. Theoretischer Ansatz: Entwickelte soziologische und sozialpsychologische Statusinkonsistenztheorien, Erweiterung mit Bezugsgruppentheorie auf der Basis des Symbolischen Interaktionismus. 40 Intensivinterviews. 1.250 schriftliche Befragungen: Anfänger und Abgänger von Kollegs und Abendgymnasien.

Bisher ausgeführt:
1. Probeinterviews (unstrukturierte 2 1/2 stündige Gespräche mit Betroffenen);
2. Auswertung und Herausarbeitung bestimmter Gruppentypen;
3. Erstellung eines Fragebogens unter Bezug (1) und (2), der die Entwicklung des Individuums mit seinen familialen und nichtfamilialen Bezugsgruppen beschreibt;
4. EDV-Auswertung (abgeschlossen: allgemeine Auswertung; z.Zt. in Arbeit: Versuch, mit Hilfe der tree-analysis Gruppentypen mit ähnlichen Biografien aufzufinden).

706 Arbeitswirtschaftliche Probleme einer aktiven Bildungspolitik. Derzeitiger Forschungsschwerpunkt: Auswirkungen der gesellschaftlichen Statusdistribution auf Struktur des Hochschulsystems, auf Curricula, Berufsrekrutierung und Berufseinfuehrung. (Project: The impact of an active educational policy upon the labour market. Sub-project at present being carried out: Impact of the distribution of social status on the organization of higher education, curricula, and on job recruitment and job induction.)
DE O 1973-
Hartung, Dirk; Nuthmann, Reinhard; Oppelt, Claus; Teichler, Ulrich; Osterloh, Margit.
Inst: Max-Planck-Institut fuer Bildungsforschung, 1 Berlin 33, Lentzeallee 94.
higher education; scientific studies; graduate; labour market; social status
enseignement supérieur; études scientifiques; étudiant diplômé; marché du travail; status social

Analyse der aktuellen Veränderungen von Struktur des Hochschulwesens und Studieninhalten, insbesondere des Verhältnisses von Kurzstudium und Universitätsstudium, und deren gesellschaftlichen Ursachen. Relatives Gewicht von statusdistributiver Funktion und qualifikatorischer Funktion des Bildungssystems. Unterschiede der Aufnahme und Verwendung von Hochschulabsolventen verschiedener institutioneller Ränge im Beschäftigungssystem. Generelle Veränderungen der Beziehungen zwischen Bildungssystem und Beschäftigungssystem im Zuge der Bildungsexpansion.

Teilstudien mit diesen Fragestellungen zu Formen der Berufseinführung von Hochschul- und FHS-Absolventen, zum Verhältnis von Ausbildungsniveau und beruflichem Einsatz von Ing.grad. und Dipl.-Ing. (C. Oppelt) sowie der Entwicklung von Berufspositionen im kaufmännischen Bereich (Absolventen von HS und FHS) (M. Osterloh).

Analyse von theoretischen Ansätzen, vorliegenden empirischen Studien, Dokumenten, Verlautbarungen, Studienplänen usw., ergänzt durch Expertenbefragungen. Empirische Studie (Betrieb- und Absolventenbefragungen) zu Teilkomplexen.

Grundlegende Studien über Beziehungswandel von Bildungssystem und Beschaftigungssystem. Einzelne Trendanalysen über Hochschulzugang, Kurzstudium, 'Tätigkeitsfelder' usw.

707 Classe sociale, pratiques éducatives familiales et développement cognitif.
FR O 1971-1976
Lautrey, Jacques.
Sup: Reuchlin, Maurice (Directeur du Laboratoire de Psychologie différentielle de l'Ecole Pratique des Hautes Etudes (EPHE), Professeur à l'Université de Paris V).
Inst: Institut national d'étude du travail et d'orientation professionnelle, 41, rue Gay-Lussac, 75005 Paris.
Conservatoire National des Arts et Métiers (C.N.A.M.), 292, rue Saint-Martin, 75003 Paris.
Fin: CNAM, EPHE (3ème section), Université de Paris V, CNRS.
family environment; parental attitude; teaching practice; cognitive development; social structure; social class; interview; questionnaire
milieu familial; attitude des parents; pratique pédagogique; développement cognitif; structure sociale; classe sociale; entretien; questionnaire

Origine et buts: Pour comprendre par quels mécanismes le milieu familial agit sur le développement intellectuel de l'enfant, on a cherché dans la théorie de Piaget les caractéristiques de l'environnement susceptibles de favoriser ou d'entraver le développement cognitif. On a défini trois types de structuration de l'environnement familial en observant les régularités explicites (règles de comportement) ou implicites (habitudes) qui permettent à l'enfant de prévoir les

événements de la vie quotidienne: – structuration faible: peu de règles ou régularités; – structuration souple: des règles existent mais sont modulées par les circonstances; – structuration rigide: les règles ne sont pas modulées par les circonstances et sont indépendantes entre elles.

Hypothèses: Les formes de structuration souples seraient les plus favorables au développement cognitif.

Echantillon et méthodes: La grille de lecture des différents types de structuration de l'environnement familial a été utilisée pour analyser les réponses des entretiens réalisés dans une cinquantaine de familles et des questionnaires remplis par 1.300 parents. Elle a permis de définir le type de structuration de l'environnement familial qui a été ensuite mis en relation avec la classe sociale d'une part et avec le développement intellectuel d'autre part.

Publ: Lautrey, Jacques. Environnement familial et développement intellectuel. In: *L'Orientation scolaire et professionnelle*, 1973/II, 3, pp. 227-243.

Lautrey, Jacques. Niveau socio-économique et structuration de l'environnement familial. In: *Psychologie française*, 1974.19, pp. 41-63.

708 Longitudinell undersökning av vissa språkfärdigheter hos barn. (Longitudinal study of children's language performance.)

SE O 1971-1977

Eneskär, Barbro.

Sup: Lindell, Ebbe.

Inst: Pedagogiska institutionen (Department of Education) Fack, 220 07 Lund 7. University of Lund, Fack S-221 01 Lund 1.

Fin: The Social Science Research Council.

language development; reading; spelling; pre-school education; mother tongue
développement du langage; lecture; orthographe; éducation pré-scolaire; langue maternelle

The aim of the project is to see if it is possible to: – identify pre-school children with language disorders; – predict language performance from 4 to 6 to 8 years of age; – predict reading and spelling performance in later school years from the knowledge of language performance at the ages of 4 or 6.

The following questions have first to be answered: What is 'normal' language ability for Swedish children at given ages? What is 'normal' ability in articulation, vocabulary and sentence construction at the ages of 4, 6 and 8 years? How are language variables connected? How do different language variables develop? Does the development of language vary with different children? Are language variables correlated to background variables such as sex, intelligence, socio-economic level, psychological and physiological factors, verbal stimulation?

Methods: Language performance: articulation test, vocabulary tests, sentence construction tests, reading tests. Background data: level of intelligence (Ravens Coloured Matrices), questionnaires, interviews.

Sample: 250 children, born in April 1967, Swedish citizens and residing in Malmö. The children are tested at the ages of 4, 6 and 8 years.

Publ: Digerfeldts, G. Talundersökning av 4-åriga barn i Malmö. Del I. Redogörelse för testkonstruktioner och undersökningens upplaggning.
Eneskär, B. Talundersökning av 4-åriga barn i Malmö. Del II. Redogörelse för resultatet av undersökningen. Ped. inst., Lund 1973. (mimeo.).

709 Milieu familial et école maternelle: a) étude sociologique de la genèse des échecs scolaires; b) la clientèle de l'école maternelle.

FR O 1976-

Burguière, Evelyne.

Sup: Stambak, Mira (Responsable du CRESAS, Maître de recherche au C.N.R.S.); Isambert-Jamati, Viviane (Directeur de U.E.R. des Sciences de l'Education de Paris V, Maître de Conférence à l'Université de Paris V).

Inst: Centre de Recherche de l'Education Spécialisée et de l'Adaptation Scolaire (CRESAS), 75, rue Claude-Bernard, 75005 Paris.
Institut National de Recherche et de Documentation Pédagogiques, (INRDP) 29, rue d'Ulm, 75230 Paris Cedex 05.

Fin: Ministère de l'Education.

social origin; family environment; pre-school child; individual psychology; learning difficulty; failure; nursery school; follow-up study
origine sociale; milieu familial; enfant d'âge pré-scolaire; psychologie individuelle; trouble de l'apprentissage; échec; école maternelle; étude longitudinale

Le but de cette recherche est d'évaluer les rôles respectifs des troubles et des difficultés individuelles des enfants et des caractéristiques socio-économiques et culturelles de leurs familles dans la genèse des difficultés et des échecs scolaires.

Plan de recherche: 1. Mise au point d'un questionnaire destiné aux parents des enfants sélectionnés pour la recherche. 2. Repérage des enfants 'signalés' par les maîtres en maternelle. 3. Programmation. Codage. Exploitation des données par traitement sur ordinateur. Observation longitudinale des devenirs dans le primaire.

Hypothèse: L'origine sociale de l'enfant jouerait un rôle plus déterminant que les caractéristiques psychologiques individuelles (repérées par le signalement des maîtres et l'observation des psychologues) dans la genèse des difficultés scolaires.

Echantillon et méthodes: Une enquête longitudinale a été effectuée sur une population de 1238 enfants d'une école maternelle, représentatifs de la ventilation socio-professionnelle des familles de Paris et de la région parisienne. Exploitation des données socio-économiques et culturelles fournies par les questionnaires et des données scolaires (signalement, devenir, redoublement).

Publ: Vial, Monique; Stambak Mira; Burguière, Evelyne. Caractéristiques psychologiques individuelles, origine sociale et échec scolaires. In: *Recherches pédagogiques*, I.N.R.D.P., 1974/68, 40 p.
Zoberman, N.; Plaisance, Eric; Burguière, Evelyne. L'école maternelle – pour quoi faire. In: *Recherches pédagogiques*, I.N.R.D.P., 1974/68, 19 p.
Burguière, Evelyne. L'école maternelle et le devenir scolaire. In: *Education enfantine*, 1975/5, 4 p.
Burguière, Evelyne; Platone, Françoise; Vial, Monique. Déjà une sélection. In: *Education*, 1975/233, 4 p.
Burguière, Evenlyne. L'école maternelle et la prévention des difficultés scolaires. In: *Education enfantine*, 1976/6, 4 p.

710 Le procès de socialisation.

FR O 1976-1978

Vincent, Guy; Battegay, Alain; Fritsch, Philippe; Lucas, Philippe; Bernard, Régis; Joseph, Isaac.

Sup: Vincent, Guy (Professeur à l'Université de Lyon II).

Inst: U.E.R. Psychologie et Sciences Sociales. Centre de Sociologie de l'Education, Avenue de l'Université, 69500 Bron.
Université de Lyon II, 86, rue Pasteur, 69007 Lyon.

Fin: C.N.R.S. (E.R.A. no 631).

socialization; teaching practice; parent-child relation; historiography; primary education; family life; content analysis; survey
socialisation; pratique pédagogique; relation parents-enfant; historiographie; enseignement primaire; vie familiale; analyse de contenu; enquête

Origine et buts: Expliquer les formes que revêt le procès de socialisation dans un type de formation sociale à partir: – de la conception du rapport à l'enfance comme rapport social articulant des institutions ayant leur historicité propre; – des emprises disciplinaires, globales ou partielles, visant à la normalisation de comportements et d'attitudes et obéissant à des logiques sociales différentes. Ce projet engage une analyse historique qui se proposerait à la fois de décrire les espaces-temps spécifiques réservés à l'enfance et de déceler les mécanismes qui en règlent la production et la transformation.

Plan de recherche: Elaboration d'un cadre théorique d'analyse sociologique des méthodes pédagogiques.

Hypothèses: L'école, la famille – telles que nous les connaissons – et même l'enfant ne constituent pas des réalités éternelles et universelles mais des formes historiques particulières à certaines sociétés à une certaine époque.

Méthodes: On a commencé à étudier les projets d'enseignement depuis la Révolution française jusqu'à nos jours (la place, le contenu, la pédagogie de l'enseignement primaire français depuis la fin du XIXe siècle) en portant spécialement attention à la mise en place d'un ensemble de pratiques pédagogiques (lecture, écriture – discipline – horaire – organisation matérielle de la classe). Une enquête sera également réalisée sur les idées et pratiques pédagogiques des instituteurs actuels.

711 Strukturen der sozialen Ungleichheit. Grundlagen für eine Analyse der sozialen Schichtung in Österreich. (Structures of social inequality. Basic material for an analysis of the social stratification in Austria.)

AT O 1975-1977

Haller, Max; Fischer-Kowalski, Marina; Strasser, Hermann; Preglau, Max; Bucek, Josef; Matschinger, Herbert.

Inst: Institut für Höhere Studien, Stumpergasse 56, A-1060 Wien.

Fin: Bundesministerium für Wissenschaft und Forschung.

social inequality; social discrimination; social structure; educational opportunity; socially handicapped; professional status; income
inégalité sociale; discrimination sociale; structure sociale; chances d'éducation; handicapé social; statut professionnel; revenu

It is the purpose of this study to describe the main dimensions of social inequality (with regard to work, education, and income).

A frame of reference for the analysis of social inequality is outlined in the theoretical part of the project. The available data on social inequality will be studied (secondary analysis).

Tidig språklig kognitiv utveckling hos döva och gravt hörselskadade. (Early development of language and cognition in the deaf and severely hearing-impaired.) ..... see no. 477

En undersøkelse av forholdet mellom innvandrerbarns sosiale-og utdanninsmessige situasjon. (A study of the relationship between the social and educational situation of immigrant children.) ..... see no. 480

Modeller för tvåspråkig undervisning av invandrarbarn. (Models for bilingual-bicultural education of immigrant children.) ..... see no. 481

Språkutvecklingen hos invandrarbarn i Sverige (SPRINS). (The language development of immigrant pupils in Sweden.) ..... see no. 483

La educacion y el medio desde una perspectiva antropologica: Plasencia. (Education and environment from an anthropological perspective: the teaching situation at Plasencia.) ..... see no. 485

L'enseignement privé en tant qu'appareil privilégié des stratégies éducatives des groupes sociaux favorisés. ..... see no. 486

Analyse comparative des processus de changement et des mouvements de réforme de l'enseignement supérieur français. ..... see no. 497

La création en France de nouveaux établissements universitaires de taille restreinte: le bilan critique en matière d'enseignement et de recherche. ..... see no. 498

Avbrudd og nøling blant kvinner som ønsker voksenopplæring. (Adult education: female dropouts and non-beginners.) ..... see no. 508

Voksenopplæring for hvem. (Adult education for whom?) ..... see no. 537

Determinacion del vocabulario fundamental (de uso y reconocimiento) del niño Cordobes en su incorporacion a la educacion general basica. (Determination of the basic vocabulary used and recognized by Cordovan children and its incorporation into primary education.) ..... see no. 548

Recherches sur l'enseignment/apprentissage des langues de spécialité. ..... see no. 558

Prosjekt fritid og idrett blant barn og ungdom. (Project on leisure and sport among children and young people.) ..... see no. 610

Soziale Indikatoren zum Bereich 'Hochschulstudium und Berufs-und Einkommenserwartung' (Pilot-Studie). (Studies in higher education and professional income expectations: social indicators concerning the relationship between higher education and job/income expectancies.) ..... see no. 615

Les conditions psycho-sociales de l'adaptation scolaire à l'école maternelle: analyse objective de certains aspects relationnels et étude de leur influence sur le développement général de l'enfant. ..... see no. 629

Erhebung über Schüler mit vorzeitigem Eintritt in die Grundschule. (Investigations on pupils who enter school before reaching compulsory school age.) see no. 642

Factores sociales y rendimiento escolar. (Social factors and school achievement.) see no. 644

Igualdad de oportunidades en la educacion. (Equal educational opportunities.) see no. 645

Leistungsfähigkeit, Leistungswillen und Schulerfolg unter Berücksichtigung sozialpsychologischer Aspekte. (Ability and motivation to achieve as regards success in school, taking into consideration sociopsychological aspects.) see no. 646

Sozialisation und Kreativität. (Socialisation and creativity.) see no. 657

Anpassning, beteende och prestation – Örebroprojektet. (Adjustment.) see no. 659

Glarner Studie: 'Kinder unter Stress'. (Etude glaronnaise: 'Enfants soumis à une tension psychique'.) see no. 674

Konsekvenser ved inndragning av klasser. (Consequences of putting classes together.) see no. 680

Schulstrukturen und Schülerbeziehungen. Soziometrische Untersuchungen an einer traditionellen und einer Gesamtschule. (Structures scolaires et relations entre élèves. Recherches sociométriques dans une école traditionnelle et une école globale.) see no. 681

Social segregation i grundskolan. (Social segregation in the comprehensive school.) see no. 683

Jugendliche Laufbahnziele als Orientierungswerte der Bildungsplanung. (Career objectives of adolescents as orientation data in educational planning.) see no. 694

Schulleistungen in Südtirol (Italien): Determinante nationaler Entwicklungschancen. (Academic achievement in South Tyrol (Italy): factors determining ethnic development opportunities.) see no. 698

Soziologische Untersuchung zur Unrast der Jugend unter besonderer Berücksichtigung politischer Einstellungen und Verhaltensweisen. (Recherche sociologique sur l'agitation des jeunes, et spécialement sur leurs opinions et comportements politiques.) see no. 714

Ung i Kautokeino. (Young people in Kautokeino.) see no. 715

Zur Unrast der Jugend – Eine sozialpsychologische Untersuchung der Beziehungen zwischen Erwachsenen und Jugendlichen in Familie, Bildung und Beruf. (L'agitation juvénile – une étude de psychologie sociale concernant les relations entre adultes et adolescents dans la famille, le système d'éducation et la profession.) see no. 716

Ziele, Normen, Beduerfnisse der Gesellschaft in ihrer Wirkung auf und in ihrer Abhaengigkeit von Erziehung. (Aims, norms, and needs of society – their impact upon and their dependence on education.) see no. 719

La educacion y el medio desde una perspectiva antropologica. El poligono de la Cartuja de Granada: el sistema escolar y sus problemas. (Education and environment from an anthropological perspective: the suburb of the Cartuja of Granada: the educational system and its problems.) see no. 722

La ensenanza en Ciudad Rodrigo. (Education and environment from an anthropological perspective: the teaching at Ciudad Rodrigo.) see no. 723

Faktorer som betingar olikheter i utbildningsresultat – Statistiska metodstudier på internationnella tvärsmittsdata. (Factors leading to differences in educational customs – a study of statistical methods using international cross-sectional data.) see no. 727

25200 POPULATION. RURAL. URBAN – POPULATION. RURAL. URBAIN – BEVOELKERUNG. LAENDLICH. STAEDTISCH

712 Conditions sociales de production d'un système d'enseignement par alternance. Analyse de l'expérience de l'union nationale des maisons familiales rurales d'éducation et d'orientation (U.N.M.F.R.E.O.).
FR O 1974-1976
Vincent, Guy; Duffaure, André
Inst: Centre de Sociologie de l'Education, Université de Lyon II, Avenue de l'Université, 69500 Bron; Union nationale des maisons familiales rurales d'éducation et d'orientation, 59, rue Réaumur, 75002 Paris
Fin: Action Thématique Programmée - Centre National de la Recherche Scientifique
rural development; agricultural education; attitude change; reform of education; rural environment; recurrent education
développement rural; enseignement agricole; changement d'attitude; reforme de l'enseignement; milieu rural; éducation récurrente

Buts et plan de recherche: Etude des conditions socio-économiques d'apparition d'un système d'alternance. Relations entre milieu rural et maison familiale et de l'efficacité de ce système.

Echantillons et méthodes: Ensemble d'études de cas à partir de données disponibles à l'U.N.M.F.R.E.O. (fichier annuel de 28 000 questionnaires individuels d'élèves, fichier de 34 000 questionnaires d'anciens élèves).

La Educacion y el medio desde una perspectiva antropologica. La Celsa y la escuela de barrio. (The education and the environment from an anthropologic point of view. A Madrid district and its schools.) see no. 471

Haja-asutusalueiden päivähoidon kehittämisprojekti. (Project for developing day-care in sparsely populated areas.) see no. 492

Ausserschulisches Engagement der Oberösterreichischen Pflichtschullehrer. (Extramural activities of compulsory school teachers in Upper Austria.) see no. 687

25300 WOMEN'S WORK. MARRIAGE. FAMILY – TRAVAIL DES FEMMES. MARIAGE. FAMILLE – FRAUENARBEIT. EHE. FAMILIE

Kommunale Eltern- und Familienbildung. (Education and counselling of parents and families in cities and villages.) see no. 527

Kasvuympäristön yhteyksistä kaksivuotiaiden kielellisiin ja kognitiivisiin taitoihin. (The relationship between family environment and the linguistic and cognitive skills of 2-year-olds.) see no. 634

Classe sociale, pratiques éducatives familiales et développement cognitif. see no. 707

25400 STUDENT LIFE – VIE ETUDIANTE – STUDENTENLEBEN

Etude des publics des enseignements supérieurs à distance. see no. 599

25500 LABOUR MARKET. EMPLOYMENT – MARCHE DU TRAVAIL. EMPLOI – ARBEITSMARKT. BESCHAEFTIGUNG

Der doppelte Flaschenhals: Die deutsche Hochschule zwischen numerus clausus und Akademikerarbeitslosigkeit. (The double bottleneck: universities and colleges in the Federal Republic of Germany caught between numerus clausus and graduate unemployment.) see no. 499

Die Stellung der Berufsschule im dualen Ausbildungssystem. (The position of the compulsory vocational school in the dual system of education.) see no. 514

La formacion profesional en el distrito Universitario de Extremadura. (Vocational training in the Extremadura University district.) see no. 520

Forskning om arbetsmarknadsutbildning i företag. Projekt inom FAMU. (Research on labour market training in companies. FAMU project (Research on labour market training project).) see no. 521

Handbuch der Berufs- und Anforderungsanalyse. (Manuel d'analyse des professions et des qualifications requises.) see no. 522

Berufsberatung und Berufslenkung in ausgewaehlten Laendern. (Vocational guidance and manpower supply in selected countries.) see no. 666

Arbeitswirtschaftliche Probleme einer aktiven Bildungspolitik. Derzeitiger Forschungsschwerpunkt: Auswirkungen der gesellschaftlichen Statusdistribution auf Struktur des Hochschulsystems, auf Curricula, Berufsrekrutierung und Berufseinfuehrung. (Project: The impact of an active educational policy upon the labour market. Sub-project at present being carried out: Impact of the distribution of social status on the organization of higher education, curricula, and on job recruitment and job induction.) see no. 706

25600 DELINQUENCY – DELINQUANCE – KRIMINALITAET

Anpassning, beteende och prestation – Örebroprojektet. (Adjustment.) see no. 659

25700 SOCIAL SERVICE. YOUTH WELFARE – SERVICE SOCIAL. AIDE A LA JEUNESSE – SOZIALDIENST. JUGENDHILFE

713 Sozial-psychologische Untersuchung der Selbstaussagen von Zürcher Lehrlingen als Weiterführung einer Longitudinalstudie. (Analyse psychosociale des déclarations d'apprentis zurichois (continuation d'une étude longitudinale).)
CH O 1976-1976
Chresta, Hans; Briner, Marianna; Herzog, Roger
Inst: Institut für Bildungsforschung und Berufspädagogik, Kaspar-Escher-Haus, 8090 Zürich
Amt für Berufsbildung des Kantons Zürich
apprentice; attitude; conformity; deviant behaviour; youth attitude; opposition; political behaviour; self-perception; value system; questionnaire
apprenti; attitude; conformité; comportement déviant; attitude de la jeunesse; opposition; comportement politique; perception de soi; système de valeurs; questionnaire

Ausgangspunkt der Untersuchung sind die Befragungen des gleichen Autors aus den Jahren 1962 resp. 69, mit welchen Neigungen und Meinungen schweizerischer Jugendlicher untersucht werden. Ueber die heutige Jugend bestehen viele und unterschiedliche Vorstellungen, die meist auf Leitbilder aus der eigenen Jugend, auf Lebenserfahrungen, auf eine Weltanschauung oder auf die Auseinandersetzung mit aktuellen Zeitproblemen zurückgehen.

Die Untersuchung versucht auf empirischem Wege (durch Befragung der Jugendlichen und durch einen tiefenpsychologischen Projektionstest) eine Gruppe von Jugendlichen objektiv zu beschreiben (800 Lehrlinge aus gewerblich-industriellen Berufen). Erfasst wird die männliche Zürcher Jugend von 16 bis 20 Jahren. Es soll Auskunft gegeben werden über die Situation dieser Bevölkerungsschicht, ihre Grundhaltung als Mensch, ihre Stellung gegenüber den Mitmenschen, den Primärgruppen und dem Staat; ihre Beziehungen zum Beruf und ihr Verhalten in der Freizeit, die Art und Struktur ihrer intellektuellen Begabung, ihrer Affektivität und ihrer sozialen Anpassung an Mitmenschen und Umwelt.

Erarbeitet werden Erkenntnisse besonders über die Unterschiede in der Wertwelt und den Verhaltensweisen in verschiedenen Lebensräumen, unter Berücksichtigung der Region (Stadt und Land), der Familiensituation (Söhne von berufstätigen und nicht berufstätigen Müttern, starken und schwachen Fernsehkonsumenten), der Berufe (als Ausdruck der Intelligenz, der Affektivität, der sozialen Anpassung), der sozialen Integration (Einzelgänger und Aussenseiter). Die Ergebnisse der bisherigen Analyse führten zu Korrekturen gängiger Vorstellungen über die Jugend von heute und zu einer Auseinandersetzung mit Bednarik, Schelsky und Spranger.

Daraus ergaben sich Anhaltspunkte zum richtigen Verhalten der Erwachsenengeneration gegenüber der Welt der Jugend.

Publ: Chresta, Hans. *Jugend zwischen Konformismus und Opposition*. Zürich: Benziger Verlag, 1970.

714 Soziologische Untersuchung zur Unrast der Jugend unter besonderer Berücksichtigung politischer Einstellungen und Verhaltensweisen. (Recherche sociologique sur l'agitation des jeunes, et spécialement sur leurs opinions et comportements politiques.)

CH C 1970-1974

Blancpain, Robert; Häuselmann, Ernst.

Sup: Heintz, Peter.

Inst: Soziologisches Institut der Universität Zürich, Forschungsabteilung, Wiesenstrasse 9, 8008 Zürich.

Fin: Stadt Zürich, Kanton Zürich, Schweizerischer Nationalfonds zur Förderung der wissenschaftlichen Forschung.

conflict of generations; interaction; youth; youth attitude; youth unrest; social integration; system of education; field research; interview

conflit de générations; interaction; jeunesse; attitude de la jeunesse; malaise de la jeunesse; intégration sociale; interaction sociale; système d'enseignement; recherche sur le terrain; entretien

Gegenstand der vorliegenden Untersuchung sind die politischen Aspekte jugendlicher Unrast. Die demoskopische Beschreibung der politischen Meinungen und Aktivitäten der Jugend als Gesamtheit ist aus wissenschaftlicher Sicht lediglich eine Arbeitsgrundlage; im Vordergrund des Interesses steht das Erkennen von Zusammenhängen zwischen den politischen Variablen und der Situation der Jugendlichen in der Sozialstruktur, also die Frage nach den gesellschaftlichen Determinanten der Unrast.

Die Analyse basiert auf einer für den Kanton Zürich repräsentativen Umfrage. Es wurden zwei Altersgruppen interviewt: 2260 Personen, 15-30 jährig; 190 Personen, 45-60 jährig.

Zusammenfassend erweisen sich die folgenden drei Prozesse für die Phänomene politischer Jugendunrast als massgeblich:

1. Die Expansion des Bildungssystems, d.h. eine gewisse Egalisierung und Erhöhung der Bildungschancen – eine Expansion, mit der die ältere Generation versucht, die Legitimität der Institution und den legitimierenden Effekt der Verteilung von Bildungsstatus für die soziale Schichtung zu erhalten, und die mit einer Politisierung der Studenten und Mittelschüler verbunden ist.

2. Die zunehmende Saturierung traditioneller, als individueller Lebensstandard institutionalisierter Werte, was mit einer wachsenden Illegitimisierung der entsprechenden Institutionen, einschliesslich der auf die Bedürfnisse der Wirtschaft ausgerichteten Bildungsinstitutionen, sowie mit der Suche nach neuen Werten verbunden ist.

3. Die zunehmende Illegitimisierung der Altersschichtung, die von einem eskalierenden Generationenkonflikt begleitet ist. Der Zerfall 'feudaler' Machtverhältnisse ist bekanntlich oft mit einem relativ hohen Grad an Konfliktivität verbunden. Dieser Prozess kann durch die vermehrte Verteilung von Bildungsstatus (wie auch durch die erhöhte Beteiligung an Massenmedien) d.h. durch den an erster Stelle genannten Prozess verstärkt werden. Es ist nicht anzunehmen, dass die drei Prozesse rückgängig gemacht werden können, wohl aber ist es möglich, dass der erste und/oder der zweite gebremst werden. Diese beiden Prozesse haben ihren Ursprung nicht im Verhältnis zwischen Jugend und Gesellschaft, hingegen manifestieren sich ihre Wirkungen besonders deutlich in der jungen Generation, insbesondere bei den (nicht-integrierten) Jugendlichen.

Publ: Blancpain, Robert; Häuselmann, Ernst. *Zur Unrast der Jugend – Eine soziologische Untersuchung über Einstellungen, politische Verhaltensweisen und ihre gesellschaftlichen Determinanten*. Reihe 'Soziologie in der Schweiz', Band 2, Huber Verlag, Frauenfeld, 1974 siehe auch:

Bautz Rudolf. Casparis, Claudio. *Zur Unrast der Jugend*, Reihe 'Soziologie in der Schweiz', Band 3, Huber Verlag, Frauenfeld, 1975.

715 Ung i Kautokeino. (Young people in Kautokeino.)

NO O 1973-1976

Hansen, Jostein.

Inst: Lærerutdanninga i Alta (Alta Teachers College) N-9510 Elvebakken.

Fin: The Norwegian Research Council for Science and the Humanities, Governmental Committee for Youth.

youth policy; youth welfare; rural youth; youth attitude; rural environment; local community; bilingualism; ethnic group; ethnic minority; survey

politique de la jeunesse; aide à la jeunesse; jeunesse rurale; attitude de la jeunesse; milieu rural; collectivité locale; bilinguisme; groupe ethnique; minorité ethnique; enquête

The aims of the project are to analyse the social situation of young people in a bilingual district with different ethnic groups and to propose activities in the local community to improve the situation.

Sample: A sample of 220, aged 15-25.

Methods: Personal interview and participatory observation, along with statistical data from the local community and the Central Bureau of Statistics. Mailed questionnaires to key persons in the community.

716 Zur Unrast der Jugend – Eine sozialpsychologische Untersuchung der Beziehungen zwischen Erwachsenen und Jugendlichen in Familie, Bildung und Beruf. (L'agitation juvénile – une étude de psychologie sociale concernant les relations entre adultes et adolescents dans la famille, le système d'éducation et la profession.)

CH C 1970-1974

Casparis, Claudio.

Sup: Widmer, Konrad.

Inst: Pädagogisches Institut, Rämistrasse 74, 8001 Zürich.

Universität Zürich.

Fin: Stadt und Kanton Zürich, reformierte und katholische Kirchen des Kantons Zürich, IBM, Nationalfonds.

conflict of generations; interaction; youth unrest; social interaction; field research; interview; multivariate analysis; social psychology; youth conflit de générations; interaction; malaise de la jeunesse; interaction sociale; recherche sur le terrain; entretien; analyse multivariée; psychologie sociale; jeunesse

Es geht in erster Linie darum, festzustellen, ob Spannungen, die in der Interaktion zwischen Erwachsenen und Jugendlichen auftreten können, einen Einfluss auf die Unrast von Jugendlichen haben oder nicht. Die Indikatoren für solche Spannungen betreffen die Bereiche: Unvollständigkeit der Funktionserfüllung durch die Erwachsenen, Machtdefizit der Jugendlichen und Unsicherheit der Jugendlichen bezüglich der Gültigkeit von Normen und Werten.

Es wird die Hypothese aufgestellt, dass solche Spannungen Jugendunrast mit sich bringen und zwar Unrastverhalten, das sich nicht nur in den Interaktionskontexten (Familie, Bildung und Beruf) auswirkt, sondern auch auf der Ebene der Gesellschaft (z.B. Drogenkonsum, anti-status-quo Einstellungen).

Die Untersuchung erfasst eine Population von 450 interviewten Personen, die sich aus ca. 150 Jugendlichen sowie deren Eltern, Lehrmeister und Vorgesetzte zusammensetzt.

Es hat sich gezeigt, dass offenbar von den Jugendlichen perzipierte Unvollständigkeit der Funktionserfüllung sowie Machtdefizite einen bedeutenden Beitrag zur Jugendunrast leisten. Dies ist bei Unsicherheit bezüglich Normen und Werten kaum der Fall; ebenso lässt sich 'Unvollständigkeit' oder Machtdefizit nicht auf Unterschiede zurückführen, die bei diesbezüglichen Norm-und Wertvorstellungen zwischen den betreffenden Erwachsenen und Jugendlichen auftreten können. Jugendunrast kann wahrscheinlich nicht als die Folge eines Generationenkonflikts auf der Ebene der Norm- und Wertvorstellungen betrachtet werden, sondern sie hat ihren Ursprung eher in den effektiven täglichen Interaktionen zwischen Erwachsenen und Jugendlichen.

Publ: Bautz, Rudolf. Casparis, Claudio. *Zur Unrast der Jugend*. Reihe 'Soziologie in der Schweiz'. Band 3, Huber Verlag, Frauenfeld, 1975; darin: Bautz, Rudolf. *Entstehung und Bedeutung jugendlicher Gruppen*. Casparis, Claudio. *Beziehungen zwischen Erwachsenen und Jugendlichen in Familie, Bildung und Beruf*.

Siehe auch: Blancpain, Robert. Häuselmann, Ernst. *Zur Unrast der Jugend – Eine soziologische Untersuchung über Einstellungen, politische Verhaltensweisen und ihre gesellschaftlichen Determinanten*. Reihe 'Soziologie in der Schweiz', Band 2, Huber Verlag, Frauenfeld, 1975.

Die Stellung der Berufsschule im dualen Ausbildungssystem. (The position of the compulsory vocational school in the dual system of education.)

see no. 514

26000 PHILOSOPHY OF EDUCATION – PHILOSOPHIE DE L'EDUCATION – ERZIEHUNGSPHILOSOPHIE

26100 THEORY OF EDUCATION – THEORIE DE L'EDUCATION – BILDUNGSTHEORIE

717 Didaktinen prosessianalyysi (DPA Helsinki). (Didactic process analysis (DPA Helsinki).)

FI O 1967-1977

Koskenniemi, Matti; Komulainen, Erkki; Kansanen, Pertti; Holopainen, Peptti; Iskala, Mikko; Karma, Kai.

Inst: Kasvatustieteen laitos (Institute of Education) Fabianinkatu 28, 00100 Helsinki 10.

Helsingin yliopisto, Fabianinkatu 33, 00170 Helsinki 17.

Fin: Suomen Akatemia/Academy of Finland; Kouluhallitus/National Board of Education.

theory of education; interaction; student participation; curriculum; videorecording; experimental research

théorie de l'éducation; interaction; participation de l'étudiant; programme d'études; enregistrement sur magnétoscope; recherche expérimentale

The starting point for the project is a theory model according to which teaching is an interaction process and the tendency towards regular behaviour is an essential feature of it. A prerequisite for goal orientation is that all the parties concerned accept the set direction, and therefore didactic interaction should also apply to the planning of teaching. The main tasks of the project are: (1) structural analysis of the didactic process; (2) study of relationships between frame factors and wider environment of the class and the features of a didactic process; (3) realization of both the official curriculum and the curriculum produced in co-planning, and its relations to the structural features of the teaching process.

The study is mainly based on data acquired through systematic and continuous observation (videorecording), besides which test and other data have been obtained on the pupils, the teachers, goals and wider environment. On the basis of observation data a description of the teaching process has been prepared using the DPA-Helsinki description system. The study focused on 6 primary school classes (grades 3-4) and the main data consist of a week's teaching planned by the teachers and the pupils together (1975). Before this the classes had practised co-planning and got used to TV-observation during two terms.

The results so far have been reported. The main report will be published in 1977.

Publ: Koskenniemi, M. & Komulainen E. (1974) Investigations into the Instructional Process. X. Report of the DPA Helsinki, Phase one. *Res. Bull.* No. 39. 35 pp. ISBN 951-45-0226-8.

Koskenniemi, M., Karma, K. & Martikainen, M. (1974) DPA Helsinki System for Describing Instructional Processes. Manual. *Res. Bull.* No 42. 31 pp. ISBN 951-45-0478-X.

Holopainen, P. (1974) *Oppilaiden vuorovaikutuksen rakenne, sen kehittyminen ja toiminnalliset roolit ryhmätyössä*. Helsingin yliopiston kasvatustieteen laitoksen Tutkimuksia 36. 146 p. ISBN 951-45-0450-X.

Uusikylä, K. (1975) Oppilaat opetuksen suunnittelijoina. Tapaustutkimus opetuksen yhteissuunnittelusta kansakoulun III luokalla. *Res. Bull.* 34. 143 p.

Koskenniemi, M. (1976) Opetuksen muoto ja oppiaines. *Res. Bull.*, 44. 34 p. ISBN 951-45-0823-8.

Komulainen, E. (1976) Research into Instructional Processes at Helsinki. *Paedagogica Europaea* XI, 1976-1, pp. 199-122.

718 Peruskoulun tavoitetutkimus. (Study on the objectives of the comprehensive school.)
FI O 1975-1976
Hakkarainen, Pentti.
Inst: Kasvatustieteiden tutkimuslaitos (Institute for Educational Research) Seminaarinkatu 15, 40100 Jyväskylä 10.
Jyväskylän yliopisto, Seminaarinkatu 15, 40100 Jyväskylä 10.
Fin: Kouluhallitus/National Board of Education.
aims of education; evaluation; curriculum; compulsory education; survey
finalité de l'éducation; évaluation; programme d'études; enseignement obligatoire; enquête

The study is carried out in the form of commissioned research, and it aims at analyzing the goal definition in the comprehensive school curriculum (POPS 70) and also at improving the goal definition with a view to the next curriculum revision. The project started in 1970 with studies of the goal structure of POPS 70. POPS 70 does not discuss personality development as a task of compulsory education in such detail that one can speak of personality development as an objective of school education. The project on the objectives of the comprehensive school has in 1975-1976 concentrated on the problems of the basic objectives of education. The aim is to develop methods for defining general educational objectives above the level of individual subjects and to apply them when attempting to specify the socio-ethic objectives of the comprehensive school.

The problem areas of the study are: (1) Characteristics of the basic objectives of education and their relations to objectives at the subject level; (2) the use of the basic objectives of education in the evaluation of results (the criterion features of basic objectives); (3) the planning of the educational process in the school and the basic objectives of education. An attempt is made to find answers to the following questions: What are the basic objectives of education? What progress can be made in the definition of the basic objectives of education? Does education require that 'educational' knowledge is taught separately? How should emotional factors be taken into consideration in the definition of the basic objectives of education? In what way do basic social skills belong to the definition of the basic objectives of education? How should the common requirements made on all pupils on the one hand and individual personality traits on the other hand be taken into consideration in the definition of the basic objectives of education? How should the success of education be evaluated and how should it be connected with the evaluation of learning outcomes in various subjects?

There are plans to start empirical studies dealing with some of the problems stated above.

719 Ziele, Normen, Beduerfnisse der Gesellschaft in ihrer Wirkung auf und in ihrer Abhaengigkeit von Erziehung. (Aims, norms, and needs of society – their impact upon and their dependence on education.)
DE C 1972-1975
Leschinsky, Achim; Roeder, Peter Martin.
Inst: Max-Planck-Institut fuer Bildungsforschung, 1 Berlin 33, Lentzeallee 94.
society; aims of education; social development; history of education
société; finalité de l'éducation; développement social; histoire de l'éducation

Versuch, wesentliche Funktionen des öffentlichen Bildungswesens aus einer Analyse seiner Entstehung und historischen Entwicklung im Zusammenhang mit gesellschaftlichen Veränderungen zu begreifen. Darstellung der Entstehung und Entwicklung von Elementar- und Mittelschule in Preussen im 18. und 19. Jahrhundert bzw. Versuch einer Skizze für den Entwicklungsverlauf wesentlicher gesellschaftlicher Rahmenbedingungen. (Konstituierung des neuzeitlichen Territorialstaates, Veränderung der Arbeits-und Lebensbedingungen im Zuge der industriellen Revolution etc.). Sozialgeschichtliche, soziologische Analyse.

Publ: Leschinsky, Achim & Roeder Peter. *Schule im historischen Prozess. Zum Wechselverhaeltnis von institutioneller Erziehung und gesellschaftlicher Entwicklung*. Berlin, Stuttgart: Klett, 1976.

720 Zum Problem der Begründung, Rechtfertigung und Legitimation von didaktischen Handlungsorientierungen (Unterrichtszielen). (Le problème du fondement et de la légitimation de directives didactiques (objectifs d'enseignements).)
CH O 1972-
Füglister, Peter.
Inst: Abteilung Pädagogische Psychologie, Fabrikstrasse 9, 3012 Bern.
Universität Bern.
Fin: Eigenfinanzierung.
didactics; further education of teachers; mother tongue; peer group; socialization; teacher; teaching objective; action research; observation; philosophy; questionnaire
didactique; perfectionnement des enseignants; langue maternelle; groupe d'égaux; socialisation; enseignant; objectif pédagogique; recherche action; observation; philosophie; questionnaire

Im Anschluss an grundsatzliche Ueberlegungen zum Problem der Begründung und Rechtfertigung von Lernzielen aus der Sicht der praktischen Philosophie soll die Praktikabilitat der erarbeiteten Prinzipien einer rationalen Argumentation über Lernziele erprobt und dargestellt werden. Als Untersuchungsfeld dienen ein Lehrerfortbildungskurs in Erziehungswissenschaft und eine Lernzielberatung für das Fach Muttersprache mit einer Klasse einer Weiterbildungsschule (fakultative Weiterbildung nach dem Volksschulobligatorium).

Die Arbeit umfasst folgende Punkte: 1. Ausgehend von einem wissenschaftstheoretischen Verständnis der Didaktik als Theorie eines Handelns (bestimmter Art), wird eine Differenzierung des in der Curriculumdiskussion global und diffus verwendeten Begründungsbegriffs in Begründung, Rechtfertigung und Legitimation nach dem Verständnis der praktischen Philosophie vorgenommen. 2. Es wird die sogenannte Lernzielproblematik diskutiert, also die Frage der Findung und Formulierung von Lernzielen und deren curricularen Kodifizierung im Sinne 'offener' didaktischer Handlungsentwürfe, die der Orientierung des didaktischen Handelns (im Unterschied zu dessen strenger Programmierung) dienen. 3. Schliesslich wird resümierend über einen Fortbildungskurs mit Volksschullehrern und über eine didaktische Planungsarbeit mit Schülern berichtet, die – gewissermassen als 'Erprobung im Feld' – als rationale Beratungsprozesse gemäss den in 1. und 2. entwickelten Leitvorstellungen einer Berücksichtigung aller Betroffenen durchgeführt worden sind.

Aus diesen Punkten ergibt sich, dass die dem kritischen Rationalismus verpflichteten Curriculumtheorien und die ihnen entsprechenden technologischen Modelle der Curriculumentwicklung keine adäquate Lösung des sogenannten 'Lernzielproblems' bieten. Eine rationale Begründung und Rechtfertigung curricularer Zielsetzungen kann nur im Rahmen einer Handlungstheorie geleistet werden, die sich ihrerseits auf Prinzipien der praktischen Philosophie abstützt. Allein auf diesem um die moralische Dimension erweiterten Verständnishintergrund kann die Mitbestimmungsfrage im Bereich der Schule und des Unterrichts angemessen theoretisch erörtert und praktisch angegangen werden.

Publ: Füglister, Peter. Zum Problem der Begründung und Rechtfertigung von Lernzielen. In: *Kongressbericht (Referat am 28. Kongress der Deutschen Gesellschaft für Psychologie 1972)* Band 5, Göttingen, Hogrefe 1974, 158-71
Füglister, Peter. Lehrerfortbildung unter der Leitidee der Mitsprache und Mitbestimmung aller Beteiligten – Bericht über das Lehrerfortbildungsprojekt Thurgau 1973. In: Sonderheft der *Schweizer Schule*, 61, 5, 1974
Füglister, Peter. Bericht über die didaktische Planung und den Verlauf einer Lernzielberatung mit Schülern. In: *Curriculumentwicklung – Begründung und Legitimation*. München, Kösel: Künzli R. Herausgeber, 1975.

Entwicklungstendenzen der Bildung Erwachsener in der Schweiz. (Tendances évolutives de l'éducation des adultes en Suisse.) ..... **see no. 516**

Vieraiden kielten opetussuunnitelman kehittämisprojekti. (Project on the development of foreign language curricula.) ..... **see no. 547**

Dokumentation ueber Studiengaenge und Pruefungsordnungen in Didaktik naturwissenschaftlicher Disziplinen. (Documentation on study programmes and examination regulations in the didactics of natural science subjects.) ..... **see no. 562**

Analyse av laerebøker i samfunnsfagene historie, samfunnskunnskap og geografi i grunnskolen sett i lys av målsettingens påbud om oppdragelse til bestemte politisk viktige holdninger. (An analysis of textbooks in the social sciences (history, geography and civics) in primary school, according to the objectives of political education and attitudes.) ..... **see no. 575**

Sozialisation und Kreativität. (Socialisation and creativity.) ..... **see no. 657**

26200 CULTURE. SOCIETY – CULTURE. SOCIETE – KULTUR. GESELLSCHAFT

721 La educacion y el medio desde una perspectiva antropologica: situacion de la ensenanza en la comarca de Pallars Sobira (Lerida). (The teaching situation in the Pallars Sobira (Lerida) county.)
ES C 1975-1976
Gonzalez Bueno, Maria.
Sup: Lison Tolosana, Carmelo.
Inst: Universidad Complutense de Madrid. Facultad de Ciencias Politicas.
Fin: Instituto Nacional de Ciencias de la Educacion.
school system; rural school; observation; rural area; ethnology; parent-school relation; teacher; value system; teaching practice; society; Spain.
système scolaire; école rurale; observation; zone rurale; ethnologie; relation parents-école; enseignant; système de valeurs; pratique pédagogique; société; Espagne.

This study forms parts of a project aimed at analysing, from an anthropological perspective, the interdependence of the educational process and the environment in which it takes place. The aim of this research is to analyse the teaching situation in an isolated rural area and to verify the extent to which the school is a support for the community, a means of social promotion, and at the same time generates conflicts and curbs change.

The study consists of a geographical and socio-economic description of the county; an analysis of the school's role in the community; a description of the school concentration process and the educational system of the provincial capital; and the behaviour values and standards of teachers, parents and pupils in relation to education.

Personal interviews were carried out with parents, all teachers and 30 pupils of the 3rd, 6th and 7th grades of primary and secondary schools in all the 37 municipalities that form this region of 6,000 inhabitants.

Method: Participant observation supplemented with interviews, analysis of existing and newly gathered data, and analysis of compositions and comments written by pupils.

In this isolated rural area, which is becoming depopulated, the school is a symbol of community permanence. The school concentration in the provincial capital, therefore, is strongly resisted by the villagers, although the pupils receive here a more complete education in spite of the precarious condition of the educational institutions. The rural schools limit themselves to provide teaching and do not act as a cultural support for the villages. The lack of communication and difference in values between parents and teachers are the source of tensions and conflicts.

722 La educacion y el medio desde una perspectiva antropologica. El poligono de la Cartuja de Granada: el sistema escolar y sus problemas. (Education and environment from an anthropological perspective: the suburb of the Cartuja of Granada: the educational system and its problems.)
ES C 1975-1976
Knipmeyer, Mary.
Sup: Lison Tolosana, Carmelo.
Inst: Universidad Complutense de Madrid. Facultad de Ciencias Politicas.
Fin: Instituto Nacional de Ciencias de la Educacion.
observation; school; parent-school relation; school system; ethnic relations; teacher-pupil relation; deprived; ethnology; society; Spain.
observation; école; relation parents-école; système scolaire; relations ethniques; relation maître-élève; défavorisé; ethnologie; société; Espagne.

This research forms part of a project aimed at analysing, from an anthropological perspective, the interdependence of the educational process and the environment in which it takes place. The aim of this study is to describe the

school system and its problems in a typical low-income suburb and to analyse the interaction of all of its components, especially the role the family plays in the education of its children.

The study consists of a description of the geographical and socio-economic background of the school system in the suburb, and an analysis of the principal educational problems as seen from the parents' and teachers' viewpoints.

The area studied was a suburb of 30,000 inhabitants. The seven educational institutions and the three day-nurseries existing are described, along with interviews of teachers, principals, parents, priests, students and representatives of the educational administration.

The participation-observation method was followed, combined with interviews, conversations and informal contacts, as well as the utilization of existing data and literature for the description of the background.

The suburb has not enough school facilities. The educational system does not socialize nor integrate adequately its pupils, especially in the case of gypsy children or those in an extremely low economic level, due to the conflict of values and to the lack of communication between parents and teachers.

723 La ensenanza en Ciudad Rodrigo. (Education and environment from an anthropological perspective: the teaching at Ciudad Rodrigo.)
ES C 1975-1976
Hernandez Sanchez, Caridad.
Sup: Lison Tolosana, Carmelo.
Inst: Universidad Complutense de Madrid. Facultad de Ciencias Politicas.
Fin: Instituto Nacional de Ciencias de la Educacion.
ethnology; observation; school system; small town; teacher-pupil relation; parent-school relation; society; acculturation; Spain.
ethnologie; observation; système scolaire; petite ville; relation maitre-élève; relation parents-école; société; acculturation; Espagne.

This research forms part of a project to analyse from an anthropological perspective, the interdependence of the educational process and the environment in which it takes place. The aim is to study the interrelation between the acculturation process of pupils and the urban morphology, the habitat, and the social structure of a small town comprising both rural and industrial elements.

The study describes the geographical and socio-economic background of the community along with the educational system problems from teachers' and pupils' view points, and the influence of education in social values.

Data were collected from three secondary schools (private-religious, public and vocational training), three public primary schools and one day-nursery.

The method of analysis followed was that of observation, supplemented with interviews, surveys and other existing data.

Apart from giving a general view of the teaching situation, it was confirmed that the educational system does not succeed in adapting adequately students of rural origin nor overcome the differences among social classes. It was also found that the majority of the teaching staff tends to limit itself to providing a formal education; it does not promote activities that go beyond formal teaching.

Historische Entwicklungen und gegenwärtige Aspekte des berufsbildenden Unterrichts (unter besonderer Berücksichtigung Osterreichs). (Historical development and present aspects of vocational instruction (with special emphasis on Austria).) ..... **see no. 523**

26400 IDEOLOGY. RELIGION. POLITICS – IDEOLOGIE. RELIGION. POLITIQUE – IDEOLOGIE. RELIGION. POLITIK

724 Befragung von Lehrern, Eltern und Schuelern an Gesamtschulen im Kreis Wetzlar, Herbst 1974. (Opinion poll of teachers, parents and pupils of comprehensive schools in the area of Wetzlar, autumn 1974.)
DE C 1974-1975
von Rosenbladt, Bernhard; Anker, Ingrid.
Inst: Infratest Sozialforschung, 8 Muenchen 21, Landsberger Str. 338.
teacher; pupil; parents; attitude; public opinion research; reform of education
enseignant; élève; parents; attitude; recherche d'opinion publique; réforme de l'enseignement

Ermittlung von Einstellungen zur Bildungspolitik allgemein und zur integrierten Gesamtschule insbesonderet Daneben Ermittlung von Daten zum Informationsverhalten in Schulfragen, zur schulischen Situation sowie zu Bildungsorientierungen und Ausbildungszielen der Schüler bzw. Eltern. Vergleich der Meinungen von Lehrern, Eltern und Schülern über positive und negative Aspekte der integrierten Gesamtschule. Daten zur Situation der Lehrer an Gesamtschulen einschliesslich ihrer Berufszufriedenheit.

Feldforschung. Empirische Bildungsforschung mit dem Ziel, Einstellungen und Urteile von 'Betroffenen' in der bildungspolitischen Diskussion berücksichtigen zu können. Mündliche, vollstrukturierte Interviews bei 800 Schülern, 800 Eltern und 250 Lehrern an den insgesamt 12 Gesamtschulen der Untersuchungsregion.

Publ: *Befragung von Lehrern, Eltern und Schuelern an Gesamtschulen im Kreis Wetzlar*, Herbst 1974. Kurzfassung.

725 La imagen publica de la Universidad Nacional de educacion a distancia. (The public image of The Distance Study University.)
ES C 1975-
Salcedo, Juan; Madrigal, Carmen; Minondo, Agustin; Appal, Jesus; Perez-Agote, Alfonso; Ruiz-Elvira, Carmen.
Sup: Moya, Carlos.
Inst: Instituto de Ciencias de la Educacion (Institute of Educational Sciences) I.C.E. de la U.N.E.D., Ciudad Universitaria, Madrid-3.
Universidad Nacional de Educacion a Distancia, Ciudad Universitaria, Madrid-3.
Fin: Universidad Nacional de Educacion a Distancia.
public opinion; distance study; survey; higher education; information; Spain
opinion publique; enseignement à distance; enquête; enseignement supérieur; information; Espagne

La Universidad Nacional de Educación a Distancia-U.N.E.D. (The Distance Study University) finds itself in an experimental stage. It is necessary to have information concerning the working and development of this new type of university to make possible the institutional control and to achieve higher performance levels.

This project is the first step in a follow-up study on the public opinion and attitude, with respect to this University, that will be carried out by means of annual surveys. The goal of this survey is to ascertain whether the University is known or not, and if the source of information comes directly from its students. Another aim is to achieve a brief evaluation of its efficiency.

The data have been obtained from a sample of 2,173 persons, aged 15 or above at national level with exception of the Canary Islands, stratified by regions and housing conditions.

The method used is a public opinion survey carried out by means of personal interviews, the results of which have been tabulated in accordance with the general characteristics of the population.

The main findings are: (1) 60% of the interviewed knew nothing of the U.N.E.D.; (2) 30% of the interviewed knew of the U.N.E.D. indirectly and 10% through persons linked to the U.N.E.D.; (3) 32% of those interviewed made no judgement on its performance and 57% gave a favourable judgement.

Publ: *La U.N.E.D.: Problemática e imagen en 1975*. Madrid: U.N.E.D. Ministerio de Educación y Ciencà, 1976, 144 p.

27000 EDUCATIONAL RESEARCH – RECHERCHE EDUCATIONELLE – BILDUNGSFORSCHUNG

27100 RESEARCH POLICY. MEETING – POLITIQUE DE RECHERCHE. REUNION – FORSCHUNGSPOLITIK. TAGUNG

Studieavbrott i grundskolan. (Dropouts in comprehensive school.) ..... **see no. 488**

Uppföljningsstudier efter arbetsmarknadsutbildning. Projekt inom FAMU. (Follow-up studies after labour market training. FAMU project (Research on labour market training project).) ..... **see no. 535**

Rødøprosjektet. (The Rødøy Project.) ..... **see no. 539**

Das Elend der Taxonomien. (The problem with taxonomies.) ..... **see no. 585**

Longitudinella studier av barns utveckling i ett modernt samhälle. (Longitudinal studies of child growth and development in an urban community.) ..... **see no. 635**

27300 METHODOLOGY – METHODOLOGIE – METHODOLOGIE

726 Evaluacion del sistema educativo: elaboracion de indicadores. (Evaluation of the system of education: elaboration of a system of indicators.)
ES C 1976-
Garcia Martinez, Juan de Dios; Garcia Ramos, Alfredo; Luna Brinardel, Juan Carlos de.
Sup: Martinez Lazaro, Ubaldo.
Inst: Instituto Nacional de Ciencias de la Educacion National Institute of Educational Sciences Ciudad Universitaria, Madrid, 3.
Fin: Instituto Nacional de Ciencias de la Educacion.
statistical analysis; statistical data; pupil; system of education; census; Spain.
analyse statistique; donneés statistiques; élève; système d'enseignement; recensement; Espagne.

The process of planning education shows the need of having an adequate information system to carry out the plan coherently and to establish the necessary controls. The aim of this research is to evaluate the available statistical information on education, to propose a new way of using the existing data and to establish a set of indicators that would represent the evolution of the system of education.

The scope, coherence and quality of available statistical data are first evaluated. These data are processed in order to obtain new information (age/grade and grade/age adequacy according to sex and type of school; educational flows according to age and to grade) and a set of indicators is elaborated to define the educational situation, both at national and provincial level.

The study is based on the 1970 census, the Spanish statistics on education from 1969 to 1974 and on other official sources of information on the total population.

Method: Statistical data analysis and processing.

The information obtained only refers to primary, secondary education and some types of vocational training. The flow data present some weaknesses due to defects in the statistical information. The system of indicators makes it possible to obtain provincial profiles which can be related to the national standard.

727 Faktorer som betingar olikheter i utbildningsresultat – Statistiska metod-studier på internationella tvärsnittsdata. (Factors leading to differences in educational customs – a study of statistical methods using international cross-sectional data.)
SE O 1975-1977
Mattsson, Ingrid; Lindén, Lena.
Sup: Husén, Torsten; Jöreskog, K.G..
Inst: Institutionen för internationell pedagogik, Stockholms universitet, Statistiska institutionen, Uppsala universitet (The Institute for the Study of International Problems in Education, University of Stockholm and The Institute of Statistics, University of Uppsala) Fack, S-104 05 Stockholm 50 and Fack, S-751 20 Uppsala.
University of Stockholm, Fack, S-104 05 Stockholm, University of Uppsala, Fack, S-751 20 Uppsala.
Fin: The Social Science Research Council.
statistical analysis; statistical model; comparative education; social influence
analyse statistique; modèle statistique; éducation comparée; influence sociale

The purpose of the project is, on the basis of current sociological and pedagogical issues which can be illuminated using the IEA data,

(1) to evaluate the instruments from the IEA six-subject survey and test different methods for the development of valid scales;

(2) to condense the material by taking into account how the measures operated

in the different countries, and to structure the material so that schools with similar recruitment, organization and environments are grouped so as to improve opportunities for international comparisons and systematic study of methods; and

(3) to test alternative statistical methods for studying the correlations and causal relations taking account of different selection mechanisms, the hierarchical structure of the data, and the scale level of the relevant variables.

IEA six-subject study's samples include approximately 250,000 students, 50,000 teachers and 10,000 schools.

Methods: The evaluation and construction of scales will be concentrated on variables covering the school learning conditions, teaching processes, and the students' home background. The number of working class children in the schools constitutes a basis for distinguishing schools with different recruitment. This information, together with information on type of programme and different criteria for selection into the schools will be used for partitioning the IEA schools into groups. Such a partitioning enables the study of which factors explain the differences in attitudes toward school and scholastic outcomes, taking into account school organization and recruitment. For the study of correlations and causal relations on the between-student level it is important to separate the analyses so they are carried out on material in which there is reason to believe that the same causal structure exists. The study of interrelationships will use path analysis, but attempts will be made also using factor analytic structure models (LISREL models).

Results: Testing of alternative statistical methods for the study of correlations and causal relations in order to enable the identification and description of the factors leading to differences in educational outcomes in different countries, schools and students.

Publ: Lindén, Lena. Modifierad korrektion för gissning vid objektiva test. (Modified correction for guessing with objective tests). Forskningsrapport nr 76-3. Statistiska institutionen, Uppsala universitet. 1976.
Lindén, Lena. Metodstudier av ett internationellt ordkunskapsprov – förbättringar av jämförbarheten mellan länder och språkgrupper. Forskningsrapport nr 76-4. Statistiska institutionen Uppsala universitet. 1976.

728 Kommentierte Bibliographie zum Bildungswesen ausgewaehlter Industriestaaten (England, Frankreich, Italien, Schweden, USA, UdSSR) und vergleichende Analysen zum Bildungswesen in England, Frankreich Italien, Schweden und USA. (Annotated bibliography on the education systems of selected industrial countries (France, Italy, Sweden, United Kingdom, United States of America, USSR) and comparative analysis of education in France, Italy, Sweden, United Kingdom, and United States of America.)
DE C 1973-1976
Willmann, Bodo; Zanker, Uwe; Froese, Leonhard; von Blumenthal, Viktor; Bode, Herbert T.; Hein, Roland; Stubig, Heinz.
Inst: Philipps-Universitaet Marburg, Forschungsstelle fuer Vergleichende Erziehungswissenschaft, Projektgruppe Qualifizierung und wissenschaftlich-technischer Fortschritt, 355 Marburg, Ernst-Giller-Str. 5.
system of education; comparative analysis; annotated bibliography; comparative education; education policy; France; Italy; Sweden; United Kingdom; USSR; USA
système d'enseignement; analyse comparative; bibliographie annotée; éducation comparée; politique de l'éducation; France; Italie; Suède; Royaume-Uni; URSS; Etats-Unis

Ziele: Erstellung einer kommentierten Bibliographie zum Bildungswesen ausgewählter Industriestaaten (England, Frankreich, Italien, Schweden, USA, UdSSR). Fortlaufende Dokumentation von bildungspolitisch relevanten Materialien, insbesondere von solchen, die in den vergleichenden Analysen Verwendung finden. Erarbeitung vergleichender Analysen zum Bildungswesen in England, Frankreich, Italien, Schweden und USA: Untersucht werden Innovationen im Bildungswesen unter bestimmten Fragestellungen.

Analyse bildungspolitisch relevanter Materialien, Monographien, Zeitungen und Zeitschriften, Aufarbeitung der Schulreform in den betreffenden Ländern.

Die Analyse der Innovationen im Bildungswesen der o.g. Länder ergibt Hinweise, die bei Bildungsreformen in der BRD berücksichtigt werden sollten.

Publ: *Beratung in der Schule. Zur Situation in Frankreich, Italien, Schweden, USA.* Hrsg.: Forschungsstelle fuer Vergleichende Erziehungswissenschaft. Marburg 1975. Texte, Dokumente, Berichte. Heft 7.

Historische Entwicklungen und gegenwärtige Aspekte des berufsbildenden Unterrichts (unter besonderer Berücksichtigung Osterreichs). (Historical development and present aspects of vocational instruction (with special emphasis on Austria).) ..... see no. 523

Arbetslivsinriktad läraruthildning – mål och medel (ALU-projektet). (Training and education of vocational teachers – goal and means (The ALU project).) ..... see no. 616

Schulerfolg und Schulleistung in Vorarlberg und Wien. (Academic success and academic achievement in Vorarlberg and Vienna.) ..... see no. 648

Ziele, Normen, Beduerfnisse der Gesellschaft in ihrer Wirkung auf und in ihrer Abhaengigkeit von Erziehung. (Aims, norms, and needs of society – their impact upon and their dependence on education.) ..... see no. 719

28000 DOCUMENTATION. INFORMATION – DOCUMENTATION. INFORMATION – DOKUMENTATION. INFORMATION

28100 INFORMATION SERVICE. INFORMATION PROCESSING – SERVICE D'INFORMATION. TRAITEMENT DE L'INFORMATION – INFORMATIONSDIENST. INFORMATIONSVERARBEITUNG

Information rörande forskning om arbetsmarknadsutbildning. Projekt inom FAMU. (Information about research on labour market training. FAMU project (Research on labour market training project).) ..... see no. 524

Dokumentation zur politischen Bildung. (Study on documentary material for use in political education.) ..... see no. 654

Schulinformationssystem. (School information system.) ..... see no. 697

Aspiraciones y expectativas profesionales y educacionales de la juventud Española. (Occupational and educational aspirations and expectations of young people in Spain.) ..... see no. 611

Schülerbeihilfen Aktion. (Pupil allowances programme.) ..... see no. 685

Evaluacion del sistema educativo: elaboracion de indicadores. (Evaluation of the system of education: elaboration of a system of indicators.) ..... see no. 726

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